

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

South Puget Sound Community College, Bldg. 22, Room 200A

2011 Mottman Road SW, Olympia 98512

December 3, 2003

*Approximate
Times*

Tab

8:00 a.m. Continental Breakfast and Overview of Meeting Agenda – Percival Room
No official business will be conducted at this time.

8:30 a.m. WELCOME AND INTRODUCTIONS

- Bob Craves, HECB Chair
- President Kenneth Minnaert, South Puget Sound Community College

CONSENT AGENDA ITEMS

Adoption of October Meeting Minutes **1**

Adoption of 2005-07 Operating and Capital Budget Guidelines **2**
Resolution 03-36

New Degree Programs for Approval
BA in Psychology @ WSU **3**
Resolution 03-37

DIRECTOR'S REPORT

Updates on agency activities and higher education initiatives

8:45 a.m. **Interim Strategic Master Plan for Higher Education** **4**

- Staff briefing and Board discussion
- Discussion with members of the HB 2076 Legislative Work Group and co-chairs Rep. Phyllis Kenney and Sen. Don Carlson

10:45 a.m. Supplemental Budget Requests 5
Resolution 03-38

11:15 a.m. Tuition and Fee Report 6
HECB staff briefing

11:45 a.m. Accountability: 2003-05 Plans and Recommendations 7
Resolution 03-39

PUBLIC COMMENT

12:15 p.m. ADJOURNMENT

Lunch (Percival Room)
No official business will be conducted at this time.

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.

HECB 2004 Meeting Calendar

Date	Location
Jan 16, Fri	State Investment Board, Olympia
Feb. 17, Tues.	State Investment Board, Olympia
March 25, Thurs.	State Investment Board, Olympia
April 22, Thurs. <i>Board Retreat</i>	TBD
May 20, Thurs.	WSU, Vancouver
July 22, Thurs.	Eastern Washington University, Cheney
Sept. 23, Thurs.	State Investment Board, Olympia
Oct. 21, Thurs.	Seattle Central Community College
Dec. 9, Thurs.	Tacoma Community College



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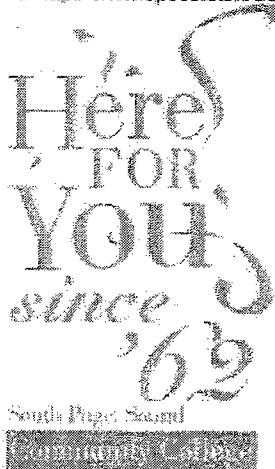
2011 Mottman Rd. SW
Olympia, WA 98512

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TDD Operator: (360) 754-6477

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Web: <http://www.spscc.ctc.edu>



Directions To The Main Campus

[From I-5 Coming South](#)

[From I-5 Coming North](#)

[From HWY 101 Coming East](#)

From I-5 Coming South

Take exit 104, HWY 101 (Ocean Beaches, Aberdeen). Take the first exit off HWY (Cooper Point, Crosby Blvd.). At the stoplight at the end of the exit ramp, make onto Crosby Blvd. You will cross over HWY 101, pass through one stoplight and intersection of Crosby Blvd. and Mottman Road. Take a right turn at the stoplight Mottman Road and look for the next left turn, the entrance to the college. Parking found going either left or right at the entrance. A daily parking meter at the entrance dispenses \$2.00 all day parking passes.

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From I-5 Coming North

Take exit 104, HWY 101 (Ocean Beaches, Aberdeen). You'll take a long, curving ramp. Move to the far right hand lane and take the first exit off HWY 101 to the you reach the stoplight at the end of the exit ramp, make a left turn onto Crosby will cross over HWY 101, pass through one stoplight and come to the intersection Blvd. and Mottman Road. Take a right turn at the stoplight onto Mottman Road a the next left turn, the entrance to the college. Parking can be found going either at the entrance. A daily parking meter at the entrance dispenses \$2.00 all day parking passes.

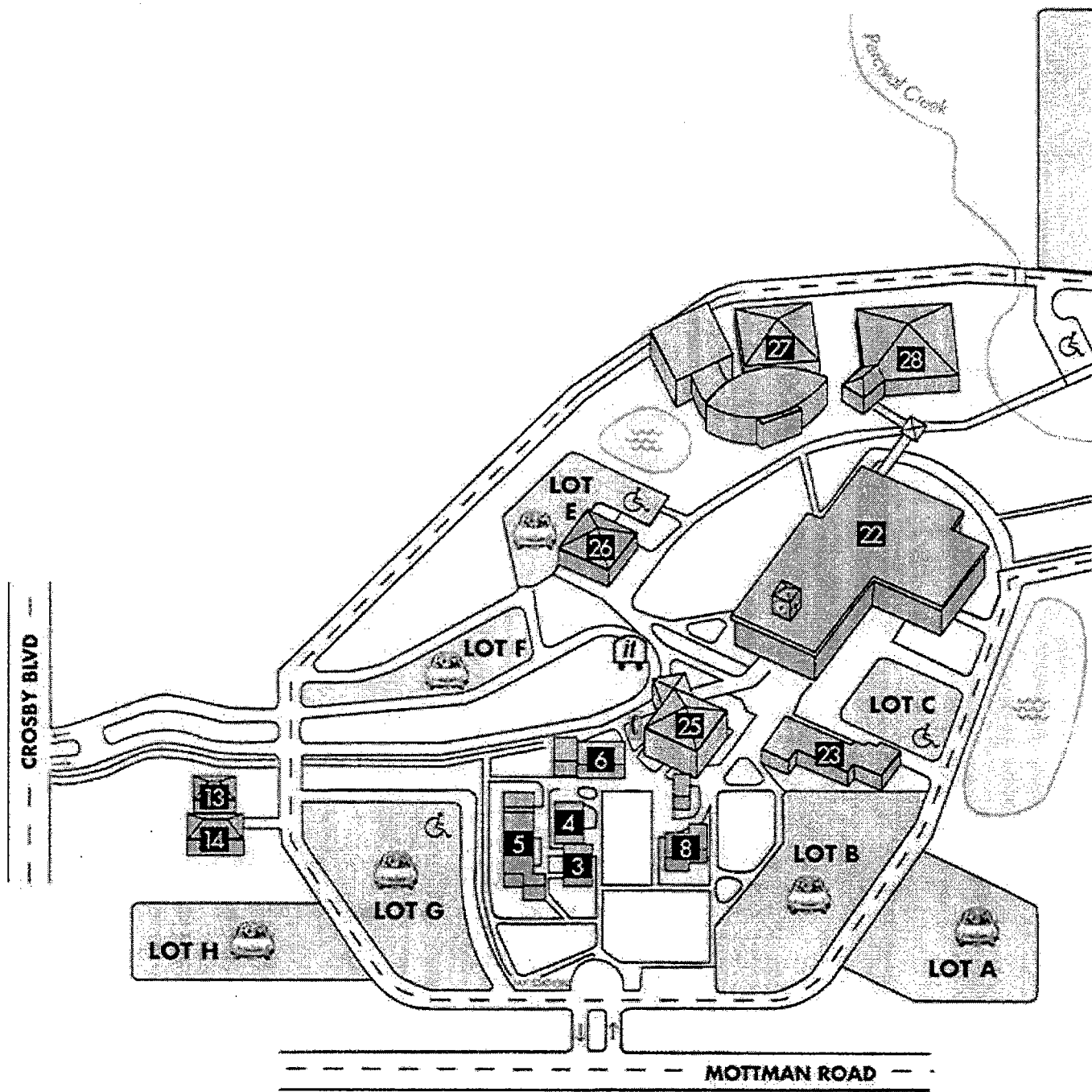
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From HWY 101 Coming East

Take the last exit before the merge to the I-5 interchange, Thurston County Cour the exit ramp stoplight, turn right and come down the hill to the stoplight at the of Crosby Blvd. and Mottman Road. Take a right turn onto Mottman Road and loc next left turn, the entrance to the college. Parking can be found going either left the entrance. A daily parking meter at the entrance dispenses \$2.00 all day parking passes.

Admissions is located in Building 25, Student and Administrative Services Building metered visitor parking is available just west of the Building 25.

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December 2003

Minutes of October Meeting

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Mr. Miguel Bocanegra
Mr. Gene Colin
Ms. Roberta Greene (by phone)
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Sam Smith
Dr. Chang Mook Sohn

Welcome and introductions

Bob Craves introduced the Board's new student member, who replaces Stacey Valentin after a one-year term. Miguel Bocanegra earned a bachelor's degree in political science from the University of Washington, graduating cum laude. He is currently studying law at the UW and co-chairs the Latino Law Student Association.

The Board presented a resolution to departing student member, Stacey Valentin, and a plaque of recognition for her dedication and services to the Higher Education Coordinating Board.

Consent agenda items approved

ACTION: Gene Colin moved for consideration of all consent agenda items, with a second from Herb Simon:

- *Minutes of the Board's September meeting;*
- *Two new degree programs: Doctor of Audiology @ UW and BA in Linguistics at WWU;*
- *Adoption of changes to the Promise Scholarship program.*

Chang Mook Sohn reminded the Board that he was not present at the September meeting, and that the minutes should be amended as such. Bob Craves requested a review of the changes to the Promise Scholarship rule. With no other comments or objections from the Board or the public, the consent agenda items were unanimously approved.

Board work session - draft interim strategic master plan

Policy Committee Chair Gay Selby started the work session with a discussion of the assumptions that guided the Policy Committee through the development of the interim plan. She talked about the importance of a targeted and focused plan, which includes mission, core values and attainable goals supported by data. The plan will focus on measurable outcomes and strategies that move the system toward the identified goals. It endorses flexibility for the institutions and a more regional approach to planning for higher education. The plan also proposes a new governance structure that would combine the HECB, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board into one governing board.

Selby emphasized that the plan is still very much a work in progress. Critical discussions are still going on, with public hearings scheduled in Spokane and SeaTac in November, as well as meetings with stakeholders and legislators. The preliminary draft does not include funding strategies for higher education. This will be a critical part of the continuing discussion in the weeks and months ahead. The final plan is due to the Legislature in June 2004.

Ruta Fanning and HECB staff discussed the plan, highlighting the two major goals, strategies to achieve the goals, key recommendations, and core values, as well as graphs and supporting data.

Board discussion followed. Issues discussed included:

- Flexibility for the branch campuses and regional view of community needs;
- The need to develop a constituency base for enhancing higher education support;
- Ensuring that financial aid rises along with tuition; and
- Presenting the actual cost of education to make citizens understand the severity of the funding problem.

Sen. Jim Horn commented that the plan's core value of giving access to all students is misleading. Who gets to attend college and who doesn't? Which courses will be subsidized and who should pay the full cost, he asked.

Gay Selby concluded the work session with a summary of the discussion. She encouraged board members and the audience to attend the scheduled public hearings and/or to send written comments in for consideration by the Board. The Board will continue to discuss the interim plan at its meeting on December 3, at South Puget Sound Community College.

2004 legislative session overview

Bruce Botka, director of government relations and policy, gave a summary of the issues that are expected to receive legislative consideration in 2004.

The major items are statewide higher education issues and supplemental budget requests. There are several ongoing activities and groups tackling higher education issues that could lead to legislative proposals. Among those are:

- ESHB 2076 legislative work group –strategic master plan and HECB roles and responsibilities;
- HB 2111 legislative work group – performance contracts for institutions; and
- Washington Competitiveness Council.

The Washington Legislature will convene the 60-day regular session on January 12 and will adjourn no later than March 11, 2004.

Fiscal Committee report

Herb Simon, chair of the Board's Fiscal Committee, introduced three items for discussion:

- **Updates on 2003-05 budget and revenue;**
- **Institutional supplemental budget requests; and**
- **Proposed 2005-07 operating and capital budget guidelines.**

Note: HECB member Sam Smith, former president of Washington State University, abstained from the fiscal discussion and Board action due to his affiliation with the university.

HECB staff members Gary Benson, Jim Reed and John Fricke presented the details of the reports and recommendations. Benson provided an overview of the state's budget outlook and the balance sheet for the biennium. Reed summarized capital supplemental budget requests from the State Board for Community and Technical Colleges and Washington State University, and staff recommendations.

ACTION: *Herb Simon moved to consider Res. 03-32, approving the institutions' supplemental capital budget requests. Chang Mook Sohn seconded the motion, which was unanimously approved.*

Proposed 2005-07 operating and capital budget guidelines

John Fricke discussed the 2005-07 operating budget guidelines, which are intended to complement the goals and strategies identified in the Interim Strategic Master Plan. Institutional budget items are to be tied to performance indicators as identified in the plan so that the outcomes of the budget items can be measured.

The HECB will continue to use the formats for budget requests as prescribed by the Office of Financial Management. HECB recommendations are designed to complement the information and requests from the institutions by providing an additional system-wide perspective on the needs of public higher education.

Jim Reed discussed the proposed capital spending priorities and methodology to be used in ranking and prioritizing institutions' capital budget requests. As required in HB 2151, "An Act Pertaining to the Prioritization of Higher Education Capital Project Requests," the State Board for Community and Technical Colleges will continue to submit a single prioritized ranking of proposed capital projects for the two-year system. The public four-year institutions will use a "criterion framework" to evaluate and rank projects into a single prioritized list. In consultation with OFM and the Joint Legislative Audit and Review Committee, the HECB is directed to develop common definitions that will be used by the two- and four-year institutions in developing the prioritized project ranking.

Beginning with the 2005-07 biennial budget submittal, the HECB will submit its capital budget recommendations and the separate two- and four-year prioritized project list. Rep. Gary Alexander, Capital Budget Ranking Minority member and sponsor of HB2151 believes the new prioritization process will be most helpful, particularly for the four-year institutions that have not had a structure in place for a collective process.

Council of Presidents (COP) Executive Director, Terry Teale said that once the guidelines are adopted, the COP would convene a working group to develop a process for coming up with a prioritized list for the four-years. The institutions will still have their own individual requests in addition to the integrated list.

The HECB will arbitrate disputes and submit a prioritized list if the institutions cannot come to an agreement on their projects.

Teacher Training Grants

HECB staff member Elaine Jones summarized the four proposals for teacher training pilot programs that the review committee is recommending for funding: one from Eastern Washington University and three from the two-year colleges (Highline Community College, the Seattle Community College District, and Tacoma Community College).

ACTION: *Herb Simon* moved to consider **Res. 03-33**, approving the review committee's recommendations. *Sam Smith* seconded the motion, which was unanimously approved.

2003-05 Biennium Child Care Grants

Child care grants are designed to promote high-quality, accessible, and affordable child care for students. John Fricke summarized the proposals received from four of the six public four-year institutions. The review committee is recommending that all institutions who applied (WSU, CWU, EWU, TESC) receive some funding.

ACTION: *Herb Simon* moved to consider **Res. 03-34**, approving the review committee's recommendations. *Ann Jenkins* seconded the motion, which was unanimously approved

Dollars for Scholars Program/Community Scholarship Matching Grants

The State of Washington has been selected to receive the National Trustees Award of Scholarship America for the state's outstanding support of the Dollars for Scholars program. Because the HECB administers the community scholarship matching grants that have led to the rapid growth of Dollars for Scholars, Sen. Ken Jacobsen, who serves on the National Scholarship Board and who has been a major force in this development, presented the award to the HECB. Washington is the first state government to receive this award. Dollars for Scholars Director Rick Millerick provided information on Dollars for Scholars and its rapid growth and gave credit to the support of the HECB and the dedicated work of the staff.

Director's report

Ruta Fanning briefed the Board on various higher education initiatives occurring in the state, including: the National Collaborative for Higher Education, the Competitiveness Council and the League of Education Voters, which will propose a funding initiative that would include higher education.

The **meeting was adjourned** at 2:45 p.m.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 03-29

WHEREAS, The University of Washington has requested to establish a Doctor of Audiology;
and

WHEREAS, There is high demand and student interest for the doctoral-level audiology program;
and

WHEREAS, The program of study meets the national accrediting association standards; and

WHEREAS, The assessment and diversity plans are exemplary; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Audiology degree program, effective October 29, 2003.

Adopted:

October 29, 2003

Attest:

Handwritten signature of Bob Craves in black ink.

Bob Craves, Chair

Handwritten signature of Ann Ramsay-Jenkins in black ink.

Ann Ramsay-Jenkins, Secretary





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RESOLUTION NO. 03-30

WHEREAS, Western Washington University has requested approval to establish a Bachelor of Arts in Linguistics; and

WHEREAS, The program will meet the needs of students and employers alike; and

WHEREAS, The program will provide a high quality interdisciplinary program of study supported by an outstanding cadre of faculty; and

WHEREAS, The program will be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Western Washington University's proposal to establish a Bachelor of Arts in Linguistics, effective October 29, 2003.

Adopted:

October 29, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary





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RESOLUTION NO. 03-31

WHEREAS, The Higher Education Coordinating Board is permitted by RCW 28B.119.010 (9) to establish a satisfactory progress policy for the continued receipt of the Promise Scholarship; and

WHEREAS, The aid administrators have requested that the Board adopt a policy in order to be consistent with the treatment of all other student aid programs; and

WHEREAS, Each school has a satisfactory progress policy that has been approved for the continued receipt of federal student aid; and

WHEREAS, Use of the federal policy as the standard for the Promise Scholarship program would result in the greatest efficiency for schools and ensure consistency for students;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts permanent rules amending WAC 250-80-060 to add a satisfactory progress requirement to the Promise Scholarship program, consistent with the policy used by each school for their federal student aid programs.

Adopted:

October 29, 2003

Attest:

Bob Craves, Chair

Ann Ramsay Jenkins, Secretary



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RESOLUTION NO. 03-32

WHEREAS, It is the responsibility of the Higher Education Coordinating Board to recommend higher education funding priorities to the Governor and the Legislature for regular biennial as well as supplemental budgets; and

WHEREAS, Washington State University and the State Board for Community and Technical Colleges have requested additional state funds in the fiscal year 2004 supplemental capital budget; and

WHEREAS, The Board's Fiscal Committee reviewed the supplemental capital budget requests during its October 15, 2003 meeting; and

WHEREAS, The Fiscal Committee recommended to the full Board approval of the requests on October 29, 2003;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the Fiscal Committee with respect to the supplemental capital budget proposals for the 2004 legislative session; and

BE IT FURTHER RESOLVED, That the Board directs staff to forward those recommendations to the Governor and the Legislature.

Adopted:

October 29, 2003

Attest:

Handwritten signature of Bob Craves in black ink.

Bob Craves, Chair

Handwritten signature of Ann Ramsay-Jenkins in black ink.

Ann Ramsay-Jenkins, Secretary



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RESOLUTION NO. 03-33

WHEREAS, The Governor and the Legislature appropriated \$300,000 in the 2003-2005 state operating budget for competitive grants to support the teacher training pilot program; and

WHEREAS, The Higher Education Coordinating Board, through *Resolution 99-27*, has adopted a process for review and approval of the teacher training grant proposals; and

WHEREAS, Board staff and external experts in the field have evaluated the 2003-2005 grant proposals, in accordance with the adopted process, and recommend that the Board fund four teacher training education pilot programs in the 2003-2005 Biennium;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board accepts the recommendations of its review committee and directs staff to award 2003-2005 grants to the following teacher training pilot programs: Eastern Washington University (\$94,500), Highline Community College (\$74,334), Seattle Community College District (\$58,235), and Tacoma Community College (\$72,931).

Adopted:

October 29, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



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RESOLUTION NO. 03-34

WHEREAS, The Legislature and Governor directed the Higher Education Coordinating Board (HECB) to distribute \$150,000 in state funds in the 2003-2005 biennium for competitive child care grants; and

WHEREAS, The child care grants are designed to promote high-quality, accessible, and affordable child care for students attending public baccalaureate institutions; and

WHEREAS, The Higher Education Coordinating Board staff prepared and circulated a Request for Proposals to all of the public baccalaureate institutions, and invited proposals from each institution; and

WHEREAS, The HECB received proposals from four institutions, including Washington State University, Central Washington University, Eastern Washington University, and The Evergreen State College; and

WHEREAS, A review committee, composed of experts in the child care field and HECB staff, evaluated the grant proposals and recommend funding the following grants: Central Washington University - \$55,697, The Evergreen State College - \$52,512, Washington State University - \$33,603, and Eastern Washington University - \$8,238;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the recommendations of the child care review committee and directs the staff to execute inter-agency agreements with each institution and release the state funding.

Adopted:

October 29, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



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RESOLUTION NO. 03-35

WHEREAS Governor Locke appointed Stacey Valentin to serve as student member of the Higher Education Coordinating Board in August 2002; and

WHEREAS, Stacey has been actively involved with student, legislative and higher education issues beginning in 1998 when she became a member of the Washington Student Lobby; and

WHEREAS, She served as vice president for legislative affairs of the Washington Student Lobby in 2000-2001, and as its president in 2001-2002; and

WHEREAS, She is presently devoting her time, energy and talents to educating Washington's special education children; and

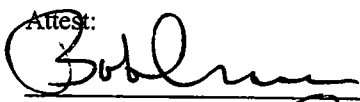
WHEREAS, As the first student member of the Higher Education Coordinating Board, Stacey ably represented the concerns, issues and interests of students and their families; and

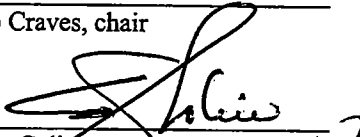
WHEREAS, She brought a refreshing and unique perspective to Board deliberations on higher education issues, and consistently advocated for affordable higher education and greater access for those who do not have the personal resources to cover the full cost of attending college;

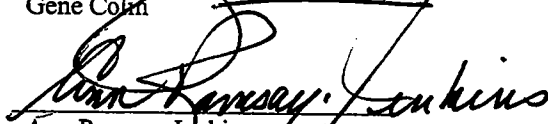
THEREFORE, BE IT RESOLVED, That the members and staff the Higher Education Coordinating Board extend to Stacey Valentin their thanks and appreciation for her time, commitment and dedication to higher education, and wish her continued success.

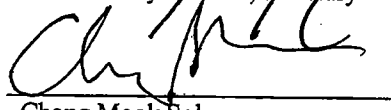
Adopted: October 29, 2003


Attest:


Bob Craves, chair

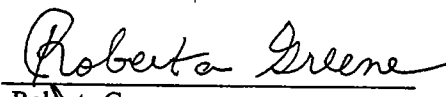

Gene Colin

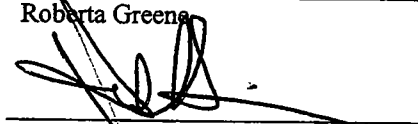

Ann Ramsay-Jenkins, secretary

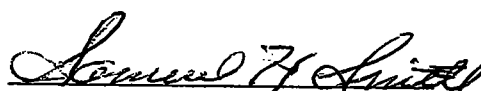

Chang Mook Sohn


Miguel Bocanegra


Gay Selby, vice chair


Roberta Greene


Herb Simon


Sam Smith

Ruta Fanning, Interim Executive Director

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C O O R D I N A T I N G B O A R D

December 2003

2005-2007 Capital Budget Guidelines

Introduction: Policy Context

The purpose of this document is to articulate the Higher Education Coordinating Board's (HECB) fiscal priorities for higher education capital expenditures in the 2005-2007 biennium and to provide a framework for evaluating and prioritizing capital project requests. These priorities and the evaluation/prioritization framework reflect three significant policy initiatives enacted in the 2003 legislative session concerning higher education capital budgeting:

- Building Washington's Future Act (ESSB 5908)
- Prioritization of Higher Education Capital Project Requests (ESHB 2151)
- Strategic Master Plan for Higher Education (ESHB 2076)

1. Building Washington's Future Act (ESSB 5908)

In response to the Gardner-Evans "Higher Education Leadership Project" (HELP) proposal, the Legislature enacted Engrossed Substitute Senate Bill (ESSB) 5908, the "Building Washington's Future Act." This legislation authorizes the State Finance Committee to issue, subject to legislative appropriation, approximately \$750,000,000 in general obligation bonds over three biennia beginning in 2003-2005 to provide additional capital funding for higher education.

The Legislature's intent in adopting ESSB 5908 was that:

"(the) new source of funding not displace funding levels for the capital and operating budgets of the institutions of higher education. It is instead intended that the new funding will allow the institutions, over the next three biennia, to use the current level of capital funding to provide for many of those urgent preservation, replacement, and maintenance needs that have been deferred. This approach is designed to maintain or improve the current infrastructure of our institutions of higher education, and simultaneously to provide new instruction and research capacity... This new source of funding may also be used for major preservation projects that renovate, replace, or modernize facilities to enhance capacity/access

by maintaining or improving the usefulness of existing space for important instruction and research programs.”¹

2. Integrated Prioritization of Higher Education Capital Project Requests (ESHB 2151)

The 2003 Legislature also enacted Engrossed Substitute House Bill 2151, an act pertaining to the prioritization of higher education capital project requests. This bill recognized that clear capital project expenditure priorities would be needed to support significant future investments in higher education facilities. In adopting ESHB 2151, the Legislature stated that:

“... a capital investment in higher education facilities is needed over the next several biennia to adequately preserve, modernize, and expand the capacity of the state's public two-year and four-year colleges and universities. This investment is needed to responsibly preserve and restore existing facilities and to provide additional space for new students. Further, the legislature finds that capital appropriations will need to respond to each of these areas of need in a planned, balanced, and prioritized manner so that access to a quality system of higher education is ensured.

It is the intent of the legislature that a methodology be developed that will guide capital appropriation decisions by rating and individually ranking, in sequential, priority order, all major capital projects proposed by the two-year and four-year public universities and colleges. Further, it is the intent of the legislature that this rating, ranking, and prioritization of capital needs will reflect the state's higher education policies and goals including the comprehensive master plan for higher education as submitted by the higher education coordinating board and as adopted by the legislature.”²

ESHB 2151 requires the public four-year institutions, beginning in the 2005-2007 biennium, to prepare, in consultation with the Higher Education Coordinating Board and the Council of Presidents (COP), a single prioritized individual ranking of institutional capital projects. ESHB 2151 also requires the State Board for Community and Technical Colleges (SBCTC) to continue to submit a single prioritized ranking of proposed community and technical college capital projects.

Additionally, ESHB 2151 directs the HECB, in consultation with the Office of Financial Management (OFM) and the Joint Legislative Audit and Review Committee (JLARC), to develop common definitions that the public four-year institutions and the State Board for Community and Technical Colleges will use in developing the prioritized project ranking. The legislation directs the HECB to disseminate these definitions as well as the criteria framework, categories, and rating system to be used in developing the ranking as part of the HECB's biennial budget guidelines.

¹ Engrossed Substitute Senate Bill 5908.

² Engrossed Substitute House Bill 2151.

3. Statewide Strategic Master Plan For Higher Education (ESHB 2076)

Engrossed Substitute House Bill 2076, enacted in the 2003 legislative session, re-defines in part the scope of the Board's master plan for higher education and emphasizes the relationship of the state's goals for higher education to strategic planning and resource allocation policies and decisions. As stated in the legislation:

The board shall develop a statewide strategic master plan for higher education that proposes a vision and identifies goals and priorities for the system of higher education in Washington State. The board shall also specify strategies for maintaining and expanding access, affordability, quality, efficiency, and accountability among the various institutions of higher education.

The board shall present the vision, goals, priorities, and strategies in the statewide strategic master plan for higher education in a way that provides guidance for institutions, the governor, and the legislature to make further decisions regarding institution-level plans, policies, legislation, and operating and capital funding for higher education.³

The capital budget guidelines complement the long-term goals and strategies identified in the interim Strategic Master Plan to be adopted by the HECB in December 2003. The final Strategic Master Plan is to be adopted by the HECB in June 2004 after legislative review. The interim and final Strategic Master Plans will identify a vision for higher education in Washington State as well as goals to support this vision and strategies to meet the goals.

HECB Priorities for Capital Investments

Within the above policy context, the Board's fiscal priorities for the 2005-2007 higher education capital budget reflect the overall goal of providing students access to a high-quality education system that has adequate, fully functional space for students, faculty, and staff to pursue teaching, learning, research, and related activities.

The Board's capital budget fiscal priorities for the 2005-2007 biennium are similar to the funding priorities recommended by the Board for the 2003-2005 capital budget. Specifically, the Board believes that highest priority should be given to projects which:

- Are needed for life/safety or immediate repairs to facilities, systems, and infrastructure.

³ Engrossed Substitute House Bill 2076.

- Reduce the backlog of preservation, renewal, and replacement needs of higher education facilities, systems, and infrastructure.
- Improve the functionality and efficient use of academic spaces (instructional, research, support), which are essential to the role and mission of the institution.
- Provide additional capacity at community and technical colleges to alleviate critical space deficiencies and overcrowding.
- Allow for the completion of major new capacity projects at the comprehensive institutions and the continued development of the branch campuses and off-campus centers for higher education.
- Provide capacity for delivering high-demand programs.

These investment priorities are closely aligned to the priorities identified by the House Capital Budget Committee's 2002 Interim Work Group on Higher Education Capital Budget and Facilities.⁴ Specifically, the work group identified the following priorities: (1) reduce the preservation backlog; (2) provide new space to increase access at the community and technical colleges; (3) fund renovations and replacements that are critical to preserving access to current instruction space or to the mission of the institution; and (4) address unique access and mission issues as high priorities for capital appropriations.

In addition to these expenditure priorities, the Board recommends high priority be given to identifying ways to shorten the time required to undertake and complete capital projects. Currently, state procedures can result in major projects taking six years to complete. If this length of time could be shortened, the cost of large projects could be reduced by lower inflation impacts on project budgets.

Project Classifications: Common Definitions

State policymakers have made it clear that they want to better understand higher education's capital project needs. The lack of commonly defined categories of project types has been identified as a principal constraint in understanding the different needs of the different sectors and institutions. Consequently, ESHB 2151 directed the HECB to work with the institutions, the Council of Presidents, the State Board for Community and Technical Colleges, staff of the Joint Legislative Audit and Review Committee, and the Office of Financial Management to develop common definitions for the 2005-2007 capital budget submittal.

⁴ The work group was chaired by Representative McIntire and included Representatives Esser, Kenney, and Cox. Additionally, members of the Senate Capital Budget Subcommittee and Senate Higher Education Committee participated on an ad-hoc basis. Work group participants included representatives of the HECB, the Office of Financial Management, the Council of Presidents, the public four- and two-year institutions, the State Board for Community and Technical Colleges, and staff of the Joint Legislative Audit and Review Committee.

Attachment A provides an association of the existing Office of Financial Management project classifications of **Preservation** and **Program** with project types and their corresponding descriptions. OFM has adopted these categories and the Board recommends that the four-year institutions and the State Board for Community and Technical Colleges use these OFM categories in their respective project requests.

Project Ranking Criteria Framework

The Board recognizes that the community and technical colleges have in place an existing system and methodology to evaluate, prioritize, and rank capital projects. This system has been developed over many years and is familiar to state policymakers. Accordingly, the Board feels that the SBCTC should continue to use its existing process for prioritizing projects to arrive at the ranking of community and technical college projects as required by ESHB 2151.

The framework for deriving the integrated prioritized list of capital projects for the four-year institutions recognizes that many considerations lead to the determination of the relative priority of a capital project. In addition to assessments of a facility's physical condition or estimates of space need, other considerations influence the choices made about a project's importance. The role and mission of an institution, its long-term strategic plan, and areas of current program emphasis and priority all shape an institution's biennial capital budget request. In this regard, the proposed ranking methodology, while quantitative, is designed to provide the institutions with the opportunity to exercise discretion and judgment in the ranking of projects.

Minor Works Requests

The Board believes that minor works requests addressing emergency/critical repairs and life/safety and code compliance should be prioritized higher than all major projects. All other minor works requests should be prioritized within the overall ranking of all projects, as directed by ESHB 2151. The Board encourages the institutions to use an approach similar to that used by the SBCTC, which differentiates between the most urgent minor works needs (Category A) and less urgent minor works needs (Category B). Both the Category A and B minor works requests are ranked in the overall project list at levels deemed appropriate relative to the nature and priority of other major projects.

Major Projects

For ranking major projects of the four-year institutions, the HECB is proposing a criterion framework that incorporates multiple factors to arrive at project rankings. Underlying this framework is the recognition that one type of project is not always of greater or lesser importance than another type of project, either to a particular institution or to the system as a whole. Rather, each institution needs to address multiple types of needs in a balanced manner.

The criterion framework shown in Attachment B includes the ranking factors discussed below. As shown in Attachment B, suggested weights are provided for each factor. The weights represent the maximum number of “points” that a project can receive on each factor. With the exception of the first factor (Relationship of Project to State Priorities), the institutions will, in consultation with the COP and the HECB, develop the score ranges for each factor as the framework is tested with preliminary project lists.

The criterion framework for the evaluation and ranking of the projects includes the following factors:

- **Relationship of Project to State Priorities**
The extent to which the project has a clear and direct relationship to the HECB priorities for capital investment as described above.
- **Institutional Priority**
The relative importance of the project within an institution’s overall capital budget request. The institutions will develop a common method for scoring this factor. The method will be equitable to institutions that request fewer major projects than other institutions.
- **Sector/Institutional Initiatives: Areas of Emphasis**
This criterion allows each institution to identify programmatic initiatives that are of high importance to the institution and the state, but are not already being offered or provided by the institution. Projects eligible for this criterion should be evaluated on the basis of addressing specific economic and educational needs of Washington.
- **Program Functionality and Quality**
This criterion provides the institutions the opportunity to rank projects on the basis of program/quality-driven considerations. The institutions will develop a common method to score projects within the four categories of quality shown in Attachment B.
- **Physical Condition of Building System or Infrastructure**
This criterion assesses the physical condition of a building or campus infrastructure. It is scored only for projects whose scope includes the renovation of existing facilities or infrastructure. For buildings, the JLARC Facility Condition Index should be used as an initial base score. The base score may be adjusted if institutional-level condition assessment data indicates that a building’s condition warrants the adjustment.
- **Space Shortage**
This criterion assesses the extent to which an existing space shortage exists for space types contained in projects which will add capacity. It is scored only for projects whose scope includes the creation of additional capacity. The determination of space shortage should be based on the space and utilization standards contained in the Facility Evaluation and Planning Guide (FEPG) or other national standards. The determination

of classroom and class lab space needs should use the HECB's average weekly station utilization standards of 22 and 16 hours, respectively.

2005-2007 Capital Budget "Sizing" Estimates

Representatives of the universities and colleges have said that having an estimate of the 2005-2007 higher education capital budget would make it easier to prioritize and rank capital projects. The table below provides a preliminary estimate of the possible range of 2005-2007 higher education capital appropriations. As shown, the factor used to create the low and high estimates is higher education's assumed percentage share of state bonds, excluding bonds authorized through the "Building Washington's Future Act" (ESSB 5908). These alternative "base" share assumptions lead to an estimated range of \$749 million to \$844 million.⁵

Estimated 2005-2007 Higher Education Capital Appropriation Levels	
<hr/>	
Estimated 2005-2007 Total "Base" General Obligation Bond Authorization	\$950 million
<hr/>	
Higher Education Share of Base Bonds	
1991-2005 Share (45%)	\$428 million
2003-2005 Share (35%)	\$333 million
<hr/>	
Estimated 2005-2007 "Gardner-Evans" Bond Authorization	
Total Three Biennium Plan (ESSB 5908)	\$750 million
2003-2005 Allocation	\$170 million
Difference	\$580 million
2005-2007 Estimate (50%)	\$290 million
<hr/>	
All Other Appropriated Funds	\$126 million
<hr/>	
Estimated 2005-2007 Higher Education Capital Budget	
High Estimate	\$844 million
Low Estimate	\$749 million

⁵ These estimates do not assume capital budget appropriations for building maintenance. The 2003-2005 capital budget included \$53 million from the Education Construction Fund to offset a corresponding reduction of maintenance funding in the institutions' operating budgets.

Process for Developing the Four-Year Rankings

The Board recommends that a process similar to the SBCTC process be implemented to develop the project rankings of the four-year institutions' projects. Specifically, the Board recommends the creation of a project evaluation and ranking panel chaired by the Council of Presidents and composed of representatives of the four-year institutions. A HECB staff member would serve as a facilitator and also provide mediation if agreements on the rankings cannot be reached.

Attachment A

Project Classifications

Preservation: <i>Projects that maintain and preserve existing state facilities and assets, and do not significantly change the program use of a facility.</i>		
Line-Item Request Type	Project Types	Description
Minor Works	<ol style="list-style-type: none"> 1. Health, Safety, and Code Requirements 2. Facility Preservation 3. Infrastructure Preservation 	<ol style="list-style-type: none"> 1) Unanticipated needs or critical repairs needed for occupant/building risk reduction or compliance with codes. 2) Minor repair and system replacement projects needed to sustain/return a building or system to current accepted performance.
Major Line-Item Requests: Single project requests costing more than \$5 million	<ol style="list-style-type: none"> 1. Remodel/Renovate 2. Infrastructure 	Renovation of existing facilities and campus infrastructure needed to correct functional deficiencies of building systems or infrastructure.

Program: <i>Projects that achieve a program goal, such as changing or improving an existing space to meet new program requirements or creating a new facility or asset.</i>		
Line-Item Request Type	Project Types	Description
Minor Works	<ol style="list-style-type: none"> 1. Program 	Minor repairs, system replacements and improvements needed for program delivery requirements.
Major Line-Item Requests	<ol style="list-style-type: none"> 1. Remodel/Renovate/Modernize 2. Infrastructure 3. New Facilities/Additions 4. Acquisition Land 5. Acquisition Facilities 	<ol style="list-style-type: none"> 1) Replacement of deteriorated or dysfunctional facilities or infrastructure needed to enhance program delivery. 2) Construction or acquisition of new facilities or property needed to accommodate program demand or improve program delivery.

Attachment B

Preliminary Four-Year Institution Criterion Framework

Prioritization Criterion	Weight	Score
Relationship of Project to State Priorities	Up to 18	
Emergency or life/safety repairs to facilities and systems		18
Reduction of preservation, renewal, replacement backlog		15-17
Modernization of core academic space and/or space for high demand programs		12-14
Completion of capacity projects at the comprehensive institutions and continued development of the branch campuses and off-campus centers		9-11
Institutional Priority	Up to 18	
Sector/Institutional Initiatives: Areas of Emphasis	Up to 10	
Program Quality	Up to 18	
Nonfunctional or nonexistent		
Operational but seriously deficient		
Operational but marginally deficient/inconvenient		
Operational and adequate		
Physical Condition of Building System (per FCI) or Infrastructure	Up to 18	
Marginal functionality (FCI=5)		
Limited functionality (FCI=4)		
Fair (FCI=3)		
Adequate (FCI=2)		
Superior (FCI=1)		
Space or System Capacity Shortage	Up to 18	
Deficiency for existing student enrollment, faculty, staff activity level		
Deficiency for near-term (1-6 years) growth in student enrollment, faculty, staff activity level		
Deficiency for long-term (6-10 years) growth in student enrollment, faculty, staff activity level		

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December 2003

2005-2007 Operating Budget Guidelines

Purpose of the Operating and Capital Budget Guidelines

State statute (RCW 28B.80. 330(4)) requires the Higher Education Coordinating Board (HECB) to “review, evaluate and make recommendations” on the operating and capital budget requests of the public colleges and universities. The HECB is also required to adopt and distribute budget guidelines in December of each odd-numbered year.

The Board’s budget recommendations are to be based on the following:

- The role and mission statements of the public institutions;
- The state’s higher education goals, objectives, and priorities as identified in the comprehensive master plan; and
- Guidelines that describe the Board’s fiscal priorities.

Integrating the 2005-2007 Operating Budget Priorities and Guidelines with the Strategic Master Plan

The operating budget guidelines complement the long-term goals and strategies identified in the interim Strategic Master Plan to be adopted by the HECB in December 2003. The final Strategic Master Plan is to be adopted by the HECB in June 2004 after legislative review. The interim and final Strategic Master Plans will identify a vision for higher education in Washington State as well as goals to support this vision and strategies to meet the goals.

The operating budget guidelines are for the institutions to propose budget items that support policies that begin implementing in the 2005-2007 biennium the strategies identified in the interim Strategic Master Plan. These budget items are to be tied to performance indicators, as identified in the interim Strategic Master Plan, so that the outcomes of the budget items can be measured.

Forms and Formats

The HECB will continue to use the basic forms and formats for budget requests the Office of Financial Management (OFM) has prescribed. These forms and formats may change as the Governor's Priorities of Government budget discussion approach is implemented in the 2005-2007 biennium. Regardless of the budget presentation format selected by OFM, the HECB continues to recognize the critical importance of adequately funded carry-forward or maintenance budgets for institutions. It is clear that adequate maintenance budgets are essential to the ongoing vitality and quality of Washington's public colleges and universities.

By using the budget presentations defined by OFM, the HECB avoids any duplication of effort by the public institutions. In the past, this approach has allowed the HECB to focus on those items and issues that are most relevant to the Board's fiscal priorities. Depending on the contents of the Strategic Master Plan, the HECB may have specific questions to address to the institutions regarding selected budget-related items within the plan. .

HECB recommendations are designed to complement the information and requests from the institutions by providing an additional system-wide perspective on the needs of public higher education. As such, HECB review and recommendations will provide additional information that is useful to the Governor and Legislature in budget deliberations.

Timing of Budget Development Activities

HECB's review of institutional budget requests is based on submissions formally presented by the institutions in September of each even-numbered year. Over the next few months, HECB staff will meet and discuss these budget requests with institutions and the requests will be presented and discussed at a Board meeting. Final HECB operating budget recommendations will then be developed based on these discussions and the final elements of the Strategic Master Plan.

RESOLUTION NO. 03-36

WHEREAS, The Higher Education Coordinating Board (HECB) is required by statute (RCW 28B.80.330(4)) to review, evaluate, and make recommendations on the operating and capital budget requests of the public four-year colleges and universities and the community and technical college system; and

WHEREAS, These recommendations are to be based upon the role and mission statements of the institution, and the state's higher education goals, objectives, and priorities as expressed in the strategic master plan for higher education; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines, which outline the Board's fiscal priorities, by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board reviewed the draft operating and capital budget guidelines for the 2005-2007 biennium at its meeting on October 29, 2003, and these draft guidelines have been distributed for review and comment by the institutions; and

WHEREAS, HECB staff has discussed the draft guidelines with the Board's Fiscal Committee and representatives of the public four-year institutions and the State Board for Community and Technical Colleges;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the 2005-2007 Operating Budget Guidelines and the 2005-2007 Capital Budget Guidelines.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

December 2003

Bachelor of Arts in Psychology Washington State University

Introduction

Washington State University proposes to offer a Bachelor of Arts in Psychology in addition to the Bachelor of Science it currently offers in that field. The existing BS trains students to be future researchers and professional practitioners. The proposed BA will train students to understand psychological information and apply that information to everyday problems.

Program Need

The existing Bachelor of Science in Psychology degree has a strong focus on basic scientific investigation and provides an excellent foundation for students preparing for post-baccalaureate professional or graduate degrees in psychology or related fields. The BS is a viable choice for the 15-20 percent of WSU undergraduates who plan to pursue advanced degrees. However, this degree may be of little use for the remaining 80-85 percent of WSU undergraduates who do not plan to pursue advanced degrees. The BA in Psychology degree program would better meet the needs of these students.

Student interest for the BA in Psychology appears to be adequate. Initially, clientele for the program would be drawn from students who are currently enrolled at WSU. Once the program is approved and advertised, it is expected that graduating high school students and community college transfer students also would be future candidates for the proposed program. Graduates would be well prepared to pursue psychology-related careers immediately after graduation.

Program Description

The student learning outcomes for this program include:

- Fundamental understanding of psychological principles;
- Ability to critically evaluate psychological material published in popular media sources;
- General understanding of scientific methodology;
- Development of job-related skills; and
- Ability to write effectively

Thirty credits would be required for completion of the program. These credits include a set of core courses, an array of electives, and a capstone experience. Students would have the option of tailoring their course selections in order to become certified in alcohol studies, helping skills, child psychopathology, personnel psychology, behavior analysis, or factors/ergonomics. Initially, the BA would be an entirely campus-based program. The ultimate goal is to design a program that can be completed through distance learning as well.

WSU anticipates that the proposed program would initially serve 200 students, and grow to 350 within three years. Students would be able to complete the program in four years of full-time study. They would be supported, for the most part, by existing resources.

Assessment and Diversity

The WSU Psychology Department would rely on a survey instrument to assess how well the BA program

1. Helps students better understand their own behavior and the behavior of others;
2. Trains students to become informed consumers of psychological issues and services; and
3. Provides students with the specific skills necessary to be competitive in the job market.

In addition, the department is in the process of developing a new Senior Assessment Test that would provide an “end of program” evaluation of graduates’ ability to integrate the knowledge and skills associated with their major. For example, students might be presented with a description of a “real life” problem (e.g., a client is being abused, or productivity has dropped 10 percent on an assembly line) and be asked to explain how they could employ their training to address this issue.

Finally, the department’s commitment to diversity is reflected in several ways. For example, the department offers courses that focus on underrepresented groups, including Cultural Diversity in Organizations, Psychology of Women, and Cultural Issues in Psychology.

Review Participants

The proposal was reviewed by two external reviewers as well as the other public baccalaureate institutions. All reviewers provided positive comments. Dr. Gregory B. Simpson, psychology professor and chair at the University of Kansas, noted that the BA would be a popular option for students, and that those students would be well served, as are the students in the existing BS program. Dr. J. Grayson Osborne, psychology professor at Utah State University, noted that the idea of a capstone experience in terms of an internship is excellent, and the broad course selection reflects a solidly prepared faculty capable of carrying out the degree program. Eastern Washington University extended its best wishes to WSU on the BA in Psychology.

Program Costs

WSU reports that the internal reallocation to fund the program would be done within the psychology department's current budget – with the exception of \$95,343 for a new position in the third year. The department also reports that it is asking that its temporary funding of 1.67 faculty FTE be made permanent. At full enrollment, the cost of this program would be about \$6,325 per FTE student.

Staff Analysis

The BA in Psychology would well serve those students who wish to pursue a psychology-related career immediately following graduation. It also would complement WSU's existing BS in Psychology. The diversity and assessment plans are suitable for the program. The external reviews attest to the quality of the program, and the costs are reasonable.

Recommendation

The Washington State University proposal to establish a Bachelor of Arts in Psychology is recommended for approval, effective December 3, 2003.

RESOLUTION NO. 03-37

WHEREAS, Washington State University has requested to establish a Bachelor of Arts in Psychology; and

WHEREAS, The program is consistent with the University's role and mission and the Higher Education Coordinating Board's goal to increase access to upper-division programs; and

WHEREAS, The program will prepare individuals with the skills and knowledge sought by numerous employers; and

WHEREAS, The program will be supported through existing resources and the costs are reasonable for this type of program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University request to establish a Bachelor of Arts in Psychology, effective December 3, 2003.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann-Ramsay Jenkins, Secretary

2004 Strategic Master Plan for Higher Education: Interim Plan



HECB Draft
December 3, 2003

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Outline of interim strategic plan

- I. Overview of key recommendations
- II. The higher education mission
- III. Goals for higher education:
 - 1. Increase opportunities for students to earn degrees
 - 2. Respond to the state's economic needs
- IV. Strategies to achieve goals
- V. Governance and accountability

I. Overview of key recommendations

The 2004 strategic master plan will support better-educated residents and a more prosperous state by enhancing opportunities for students and colleges to succeed. By 2010, the plan would:

- Increase by about 20% the total number of students who earn college degrees and complete job training each year
- Expand opportunities in high-demand fields whose graduates meet the needs of Washington businesses and communities
- Increase state funding for university research to support innovative strategies to address regional challenges and meet public expectations
- Improve management by consolidating three state higher education agencies into a strong statewide governing board

II. The higher education mission

“The mission of Washington’s higher education system is to support the economic, cultural and civic vitality of the state through education, research and public service to provide tangible benefits to residents, businesses and communities.”

A vision for higher education

- Washington's higher education system should strengthen the state's economic competitiveness through education and training for Washington residents
- State policies should support efficient graduation and completion, and broad participation in college
- State investments should promote a full range of opportunities, from basic skills instruction to job training to college degrees of all types
- State government, public colleges and universities, and students should all be accountable for performance outcomes

Core values reflected in the interim plan

- All students, regardless of their income, race, ethnicity or personal background, deserve the opportunity to enroll and succeed in college
- Our entire society benefits from a strong higher education system, so everyone should share the responsibility for its quality
- The needs and interests of students should be at the center of higher education decision-making

III. Goals for higher education

Goal 1: Increase opportunities for students to earn degrees

By 2010:

- The number of students who earn associate's degrees will increase by 3,500 to reach 23,500 per year
- The number of students who earn bachelor's degrees will increase by 5,500 to reach 30,000 per year
- The number of students who earn graduate and professional degrees will increase by 2,000 to reach 11,500 per year

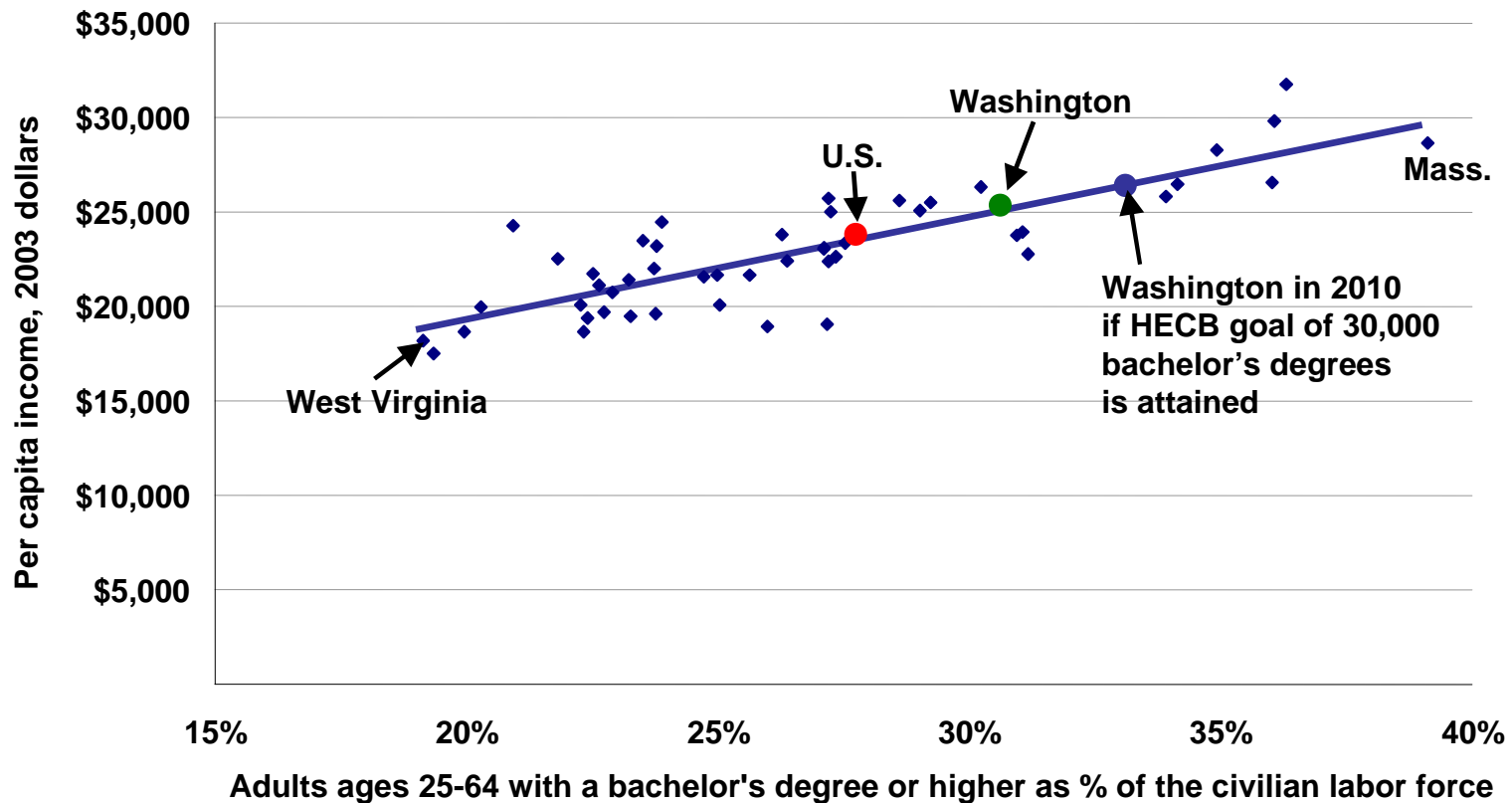
Goal 1:

Increase opportunities for students to earn degrees

- **Why do college degrees matter?**
 - Benefits for communities and the state: Lower poverty rates, increased civic participation, greater tax contributions, a stronger economy
 - Benefits for individuals: Higher income, less unemployment, better quality of life
- **Why is an increase of this magnitude needed?**
 - It responds to economic needs, keeps pace with population growth, and addresses important educational and cultural needs

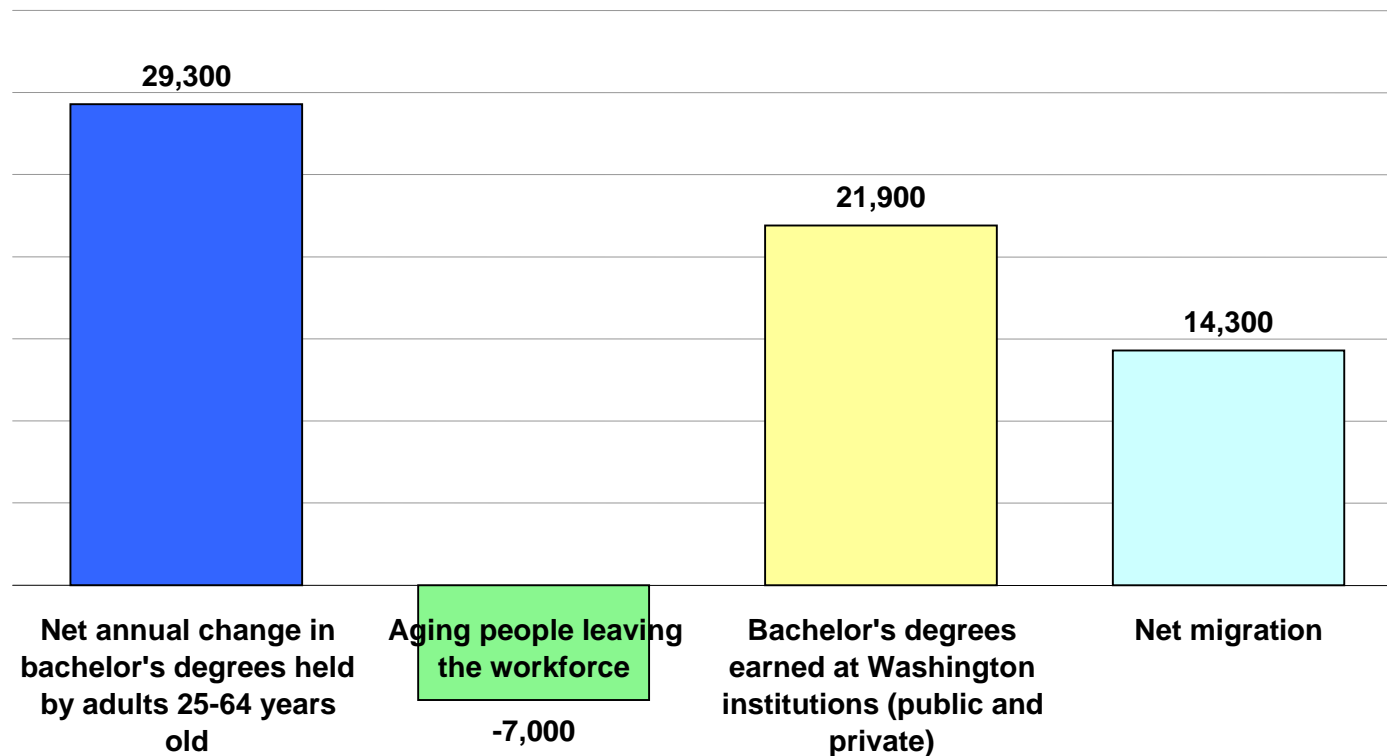
There is a strong relationship between the share of the labor force with a bachelor's degree and a state's per capita income

Per capita income and educational attainment in the work force, 2000



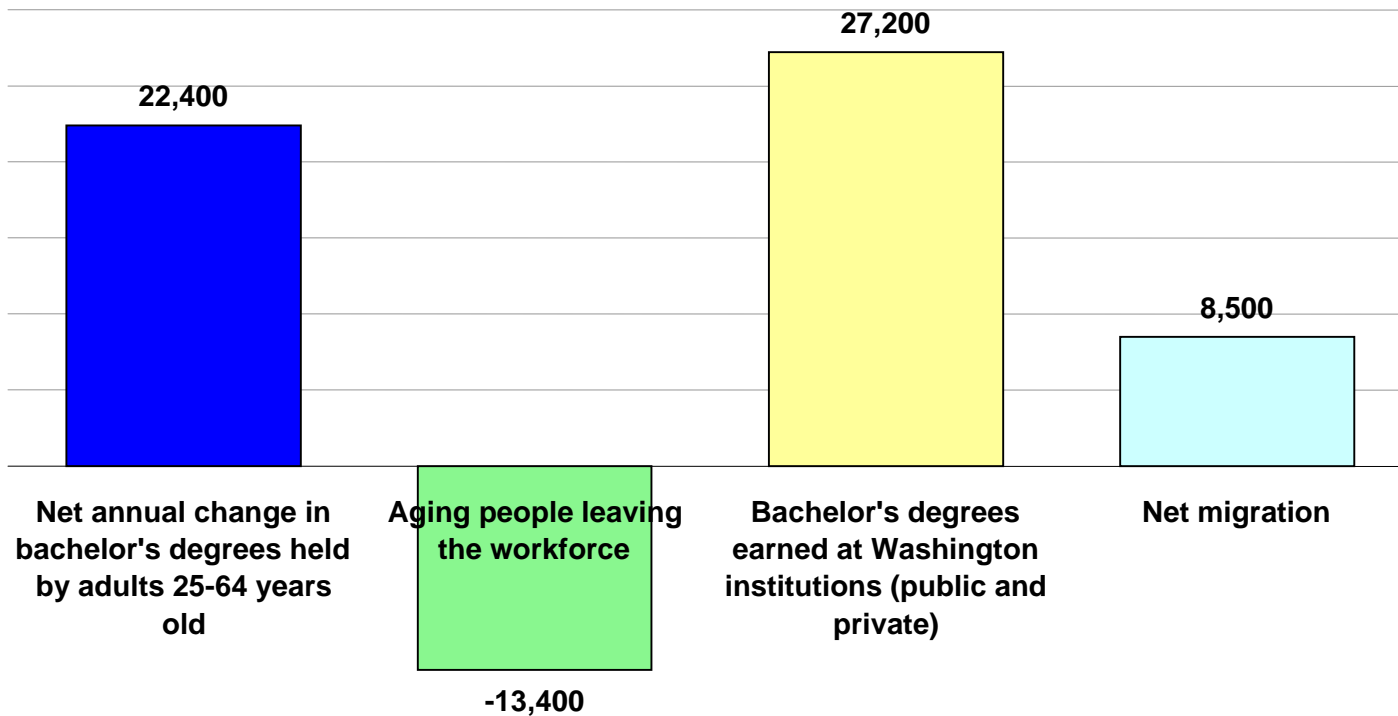
Each year during the 1990s, an average of 21,900 students earned bachelor's degrees and another 14,300 degree-holders moved into the state

Average annual change in the number of Washington adults with bachelor's degree or higher, 1990-2000



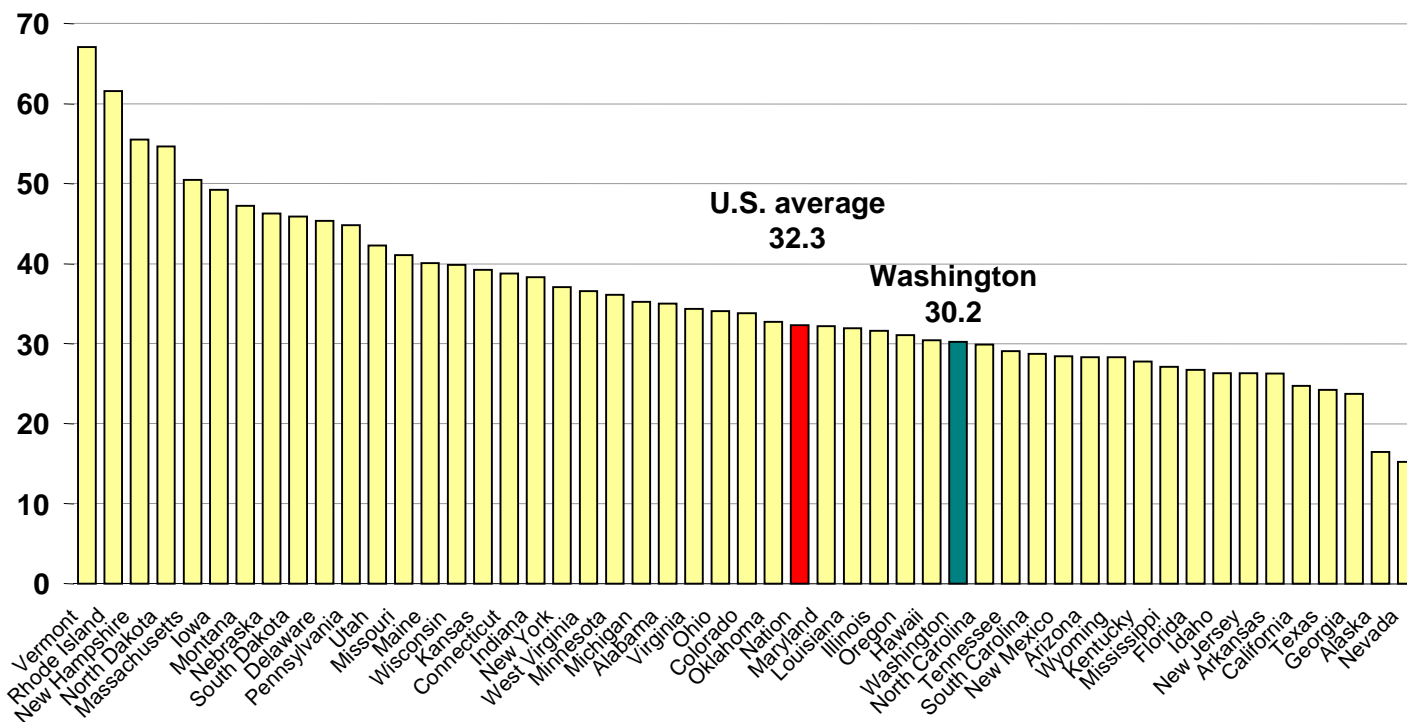
In this decade, Washington will rely more heavily on residents earning college degrees, because more people will retire and fewer will move into the state

Average annual change in the number of Washington adults with bachelor's degree or higher, 2000 to 2010



Washington ranks 33rd among the states in the number of bachelor's degrees earned

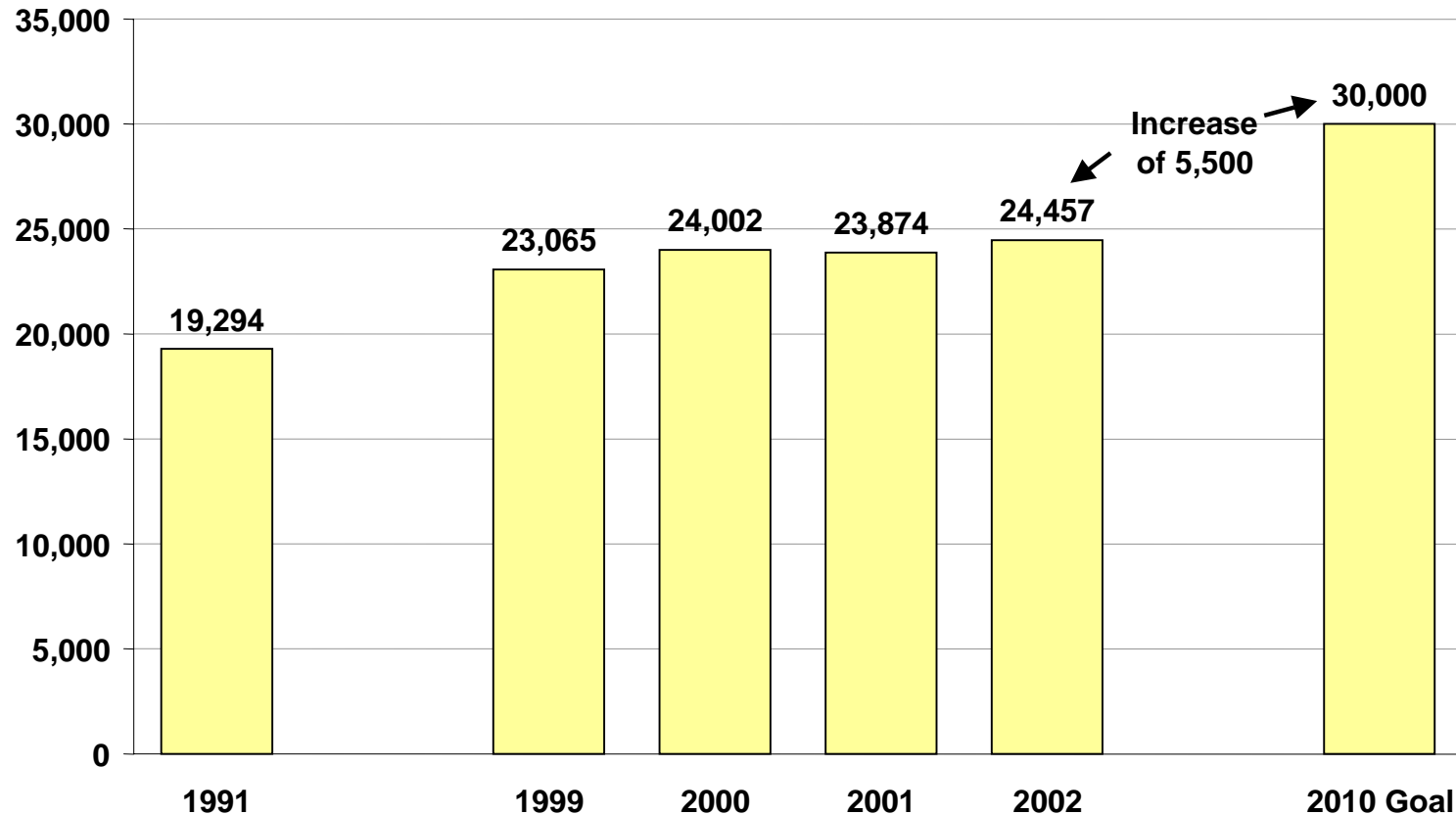
Bachelor's degrees earned per 1,000 residents ages 20-29 years old, 2000



Source: IPEDS and Census

To reach the national average by 2010 will require an additional 5,500 bachelor's degrees per year

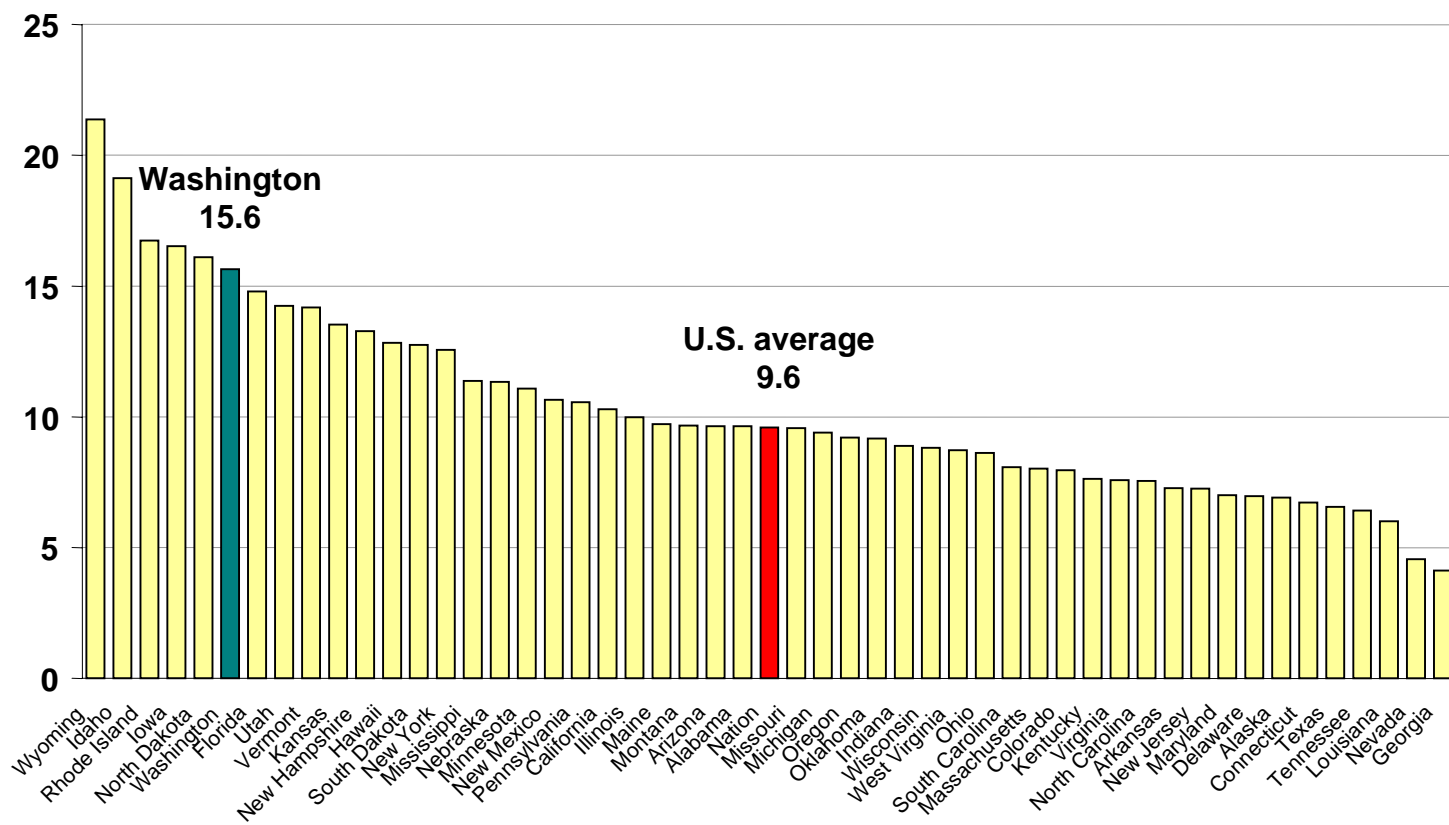
Number of bachelor's degrees earned from Washington public and private institutions



Source: IPEDS; Goal based on increasing degrees earned from 30.2 to 32.3 per 1,000 residents ages 20-29 and the number of residents aged 20-29 increasing by 18%

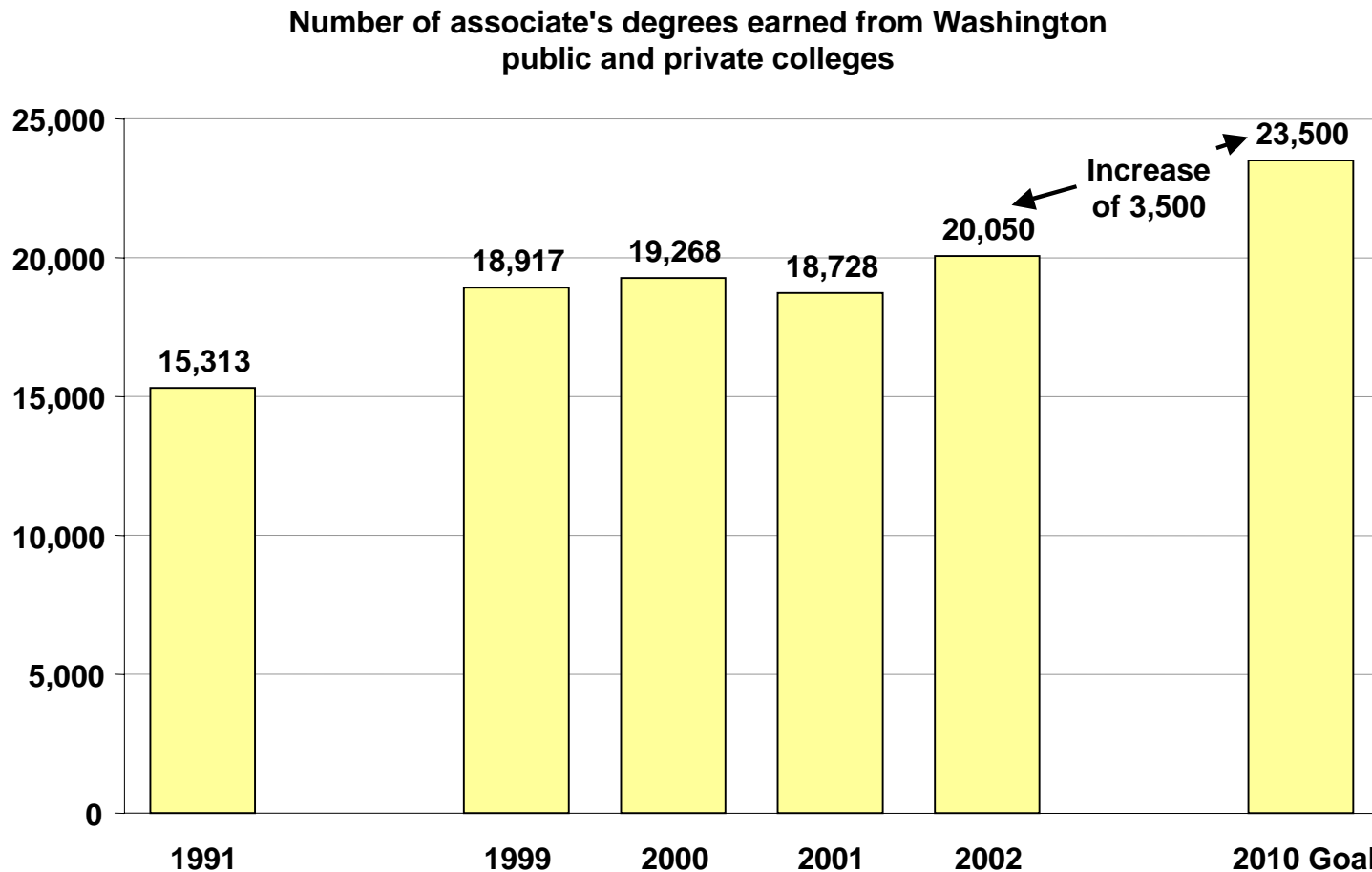
Washington ranks 6th among the states in the number of associate's degrees earned

Associate's degrees earned per 1,000 residents ages 20-34 years old, 2000

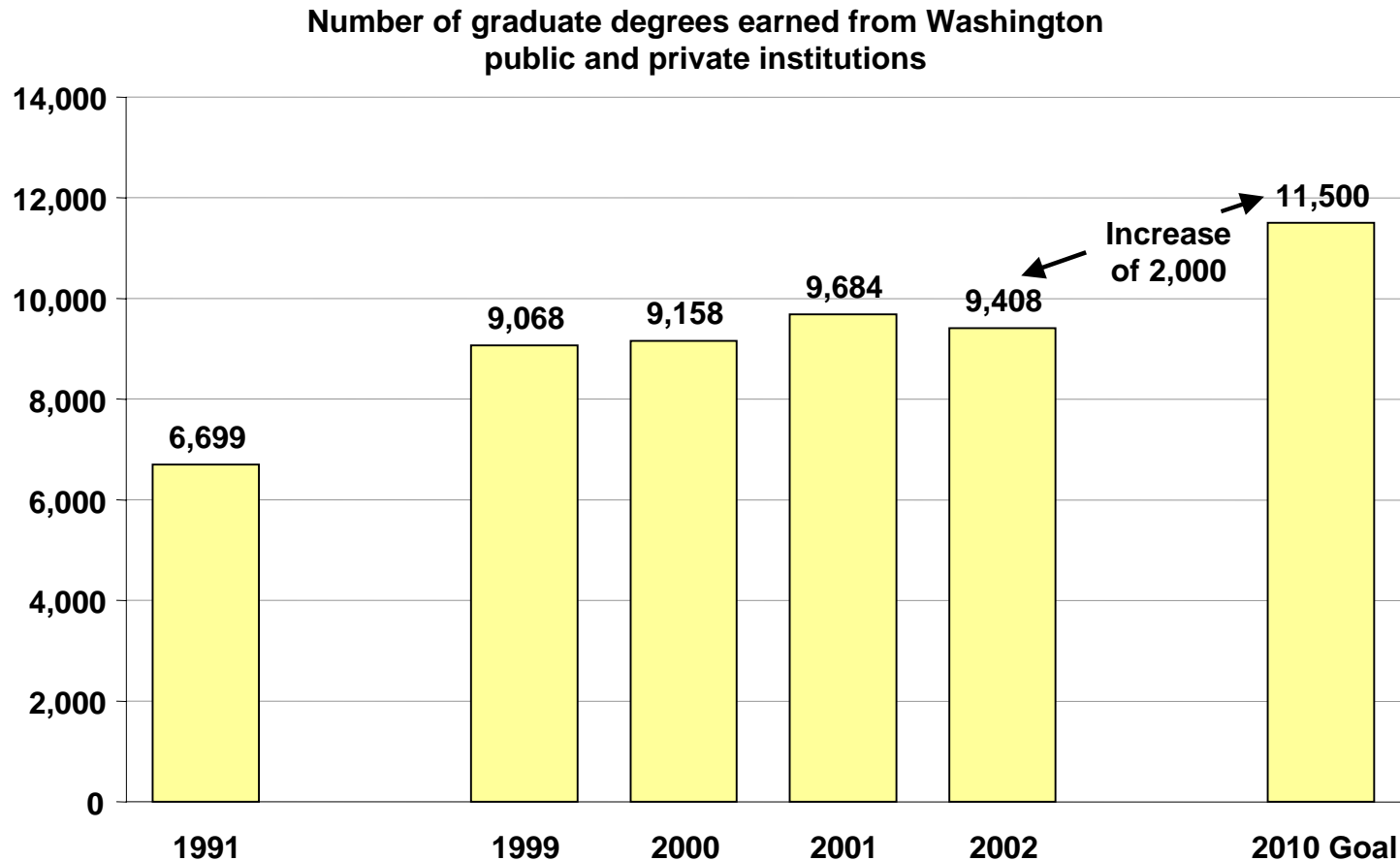


Source: IPEDS and Census

To maintain a strong community college system will require an additional 3,500 associate's degrees per year by 2010



To maintain the ratio between graduate degrees and bachelor's degrees earned will require an additional 2,000 graduate degrees per year by 2010



III. Goals for higher education

Goal 2: Respond to the state's economic needs

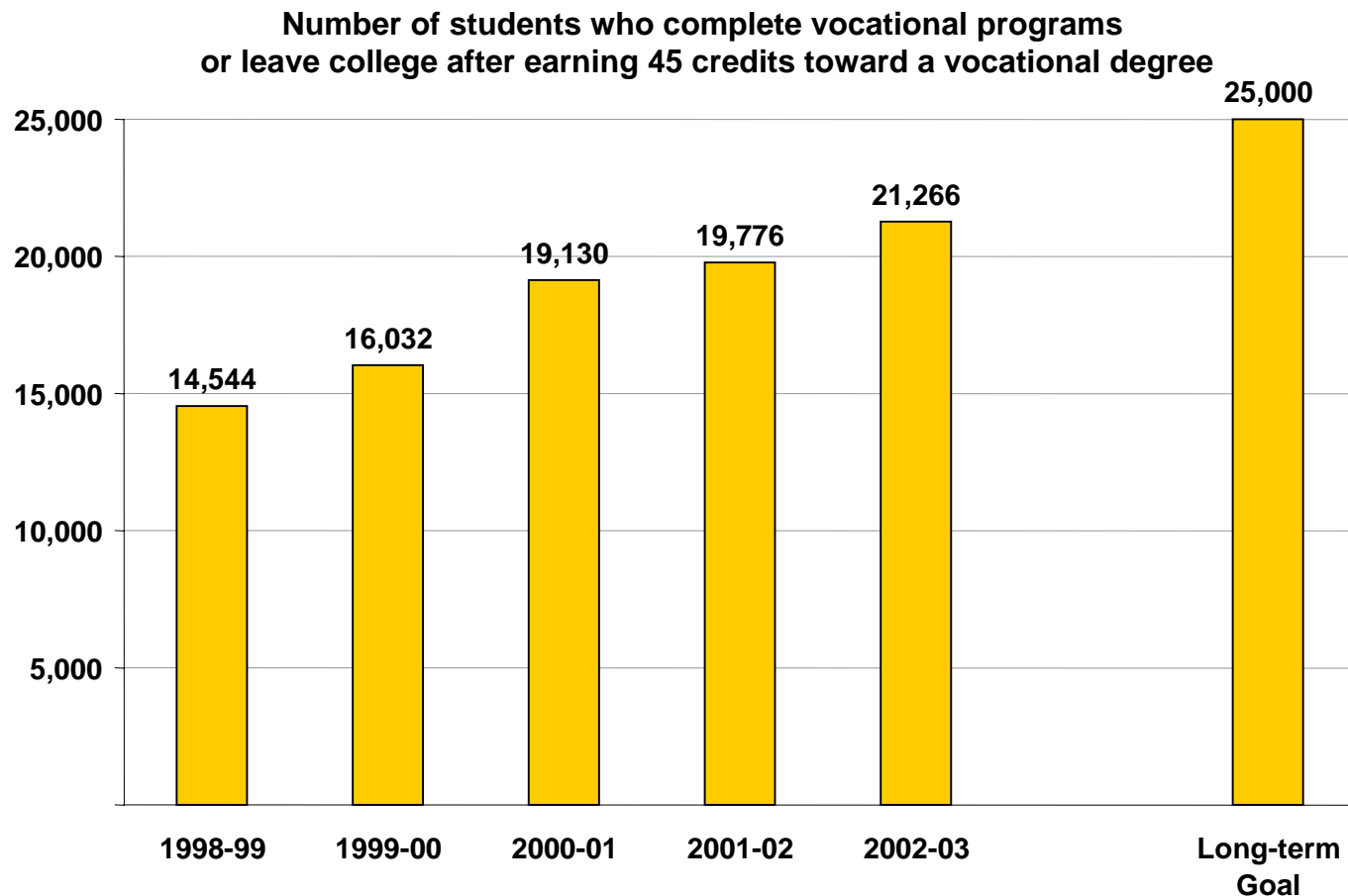
- Increase enrollment opportunity and the number of students who earn degrees in high-demand fields that support state and regional priorities
- Increase state funding for university research linked to state economic development objectives
- Increase the number of students who complete job training programs by 18% to reach 25,000 per year
- Increase from 50% to 80% the proportion of basic skills students who demonstrate skill gains

Goal 2 : Respond to the state's economic needs

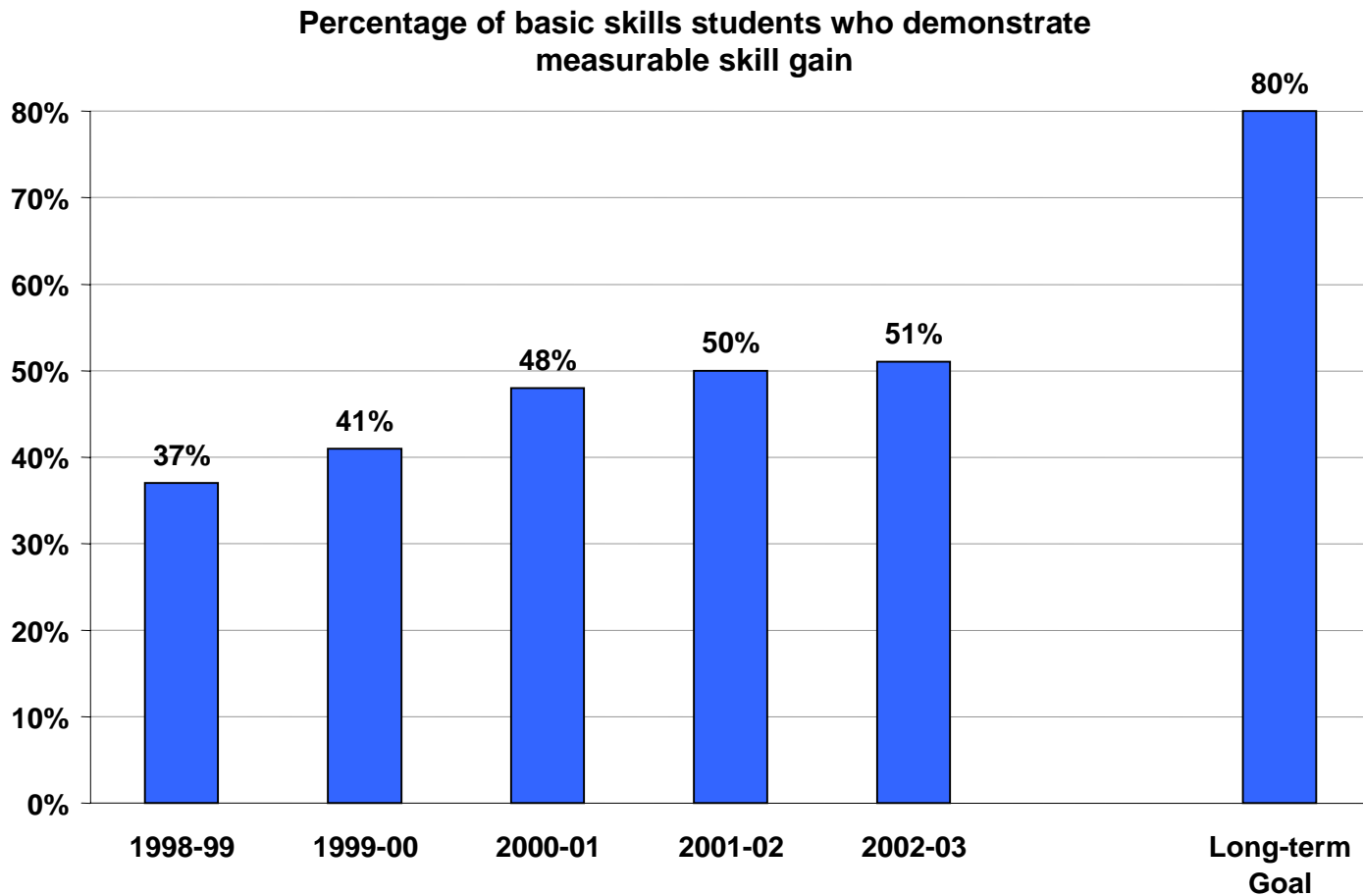
- **Why is this goal important?**

- Washington is not graduating enough students to fill job openings in many high-demand fields
- If Washington residents don't have the necessary education and training, employers will hire from out of the state, especially for well-paying jobs
- Students who complete job training earn 10% more than those who do not complete training
- State funding for research demonstrates the state's commitment to the knowledge-based economy and serves as 'seed money' for new ventures

The two-year college system has a long-term goal of preparing 25,000 students for work each year

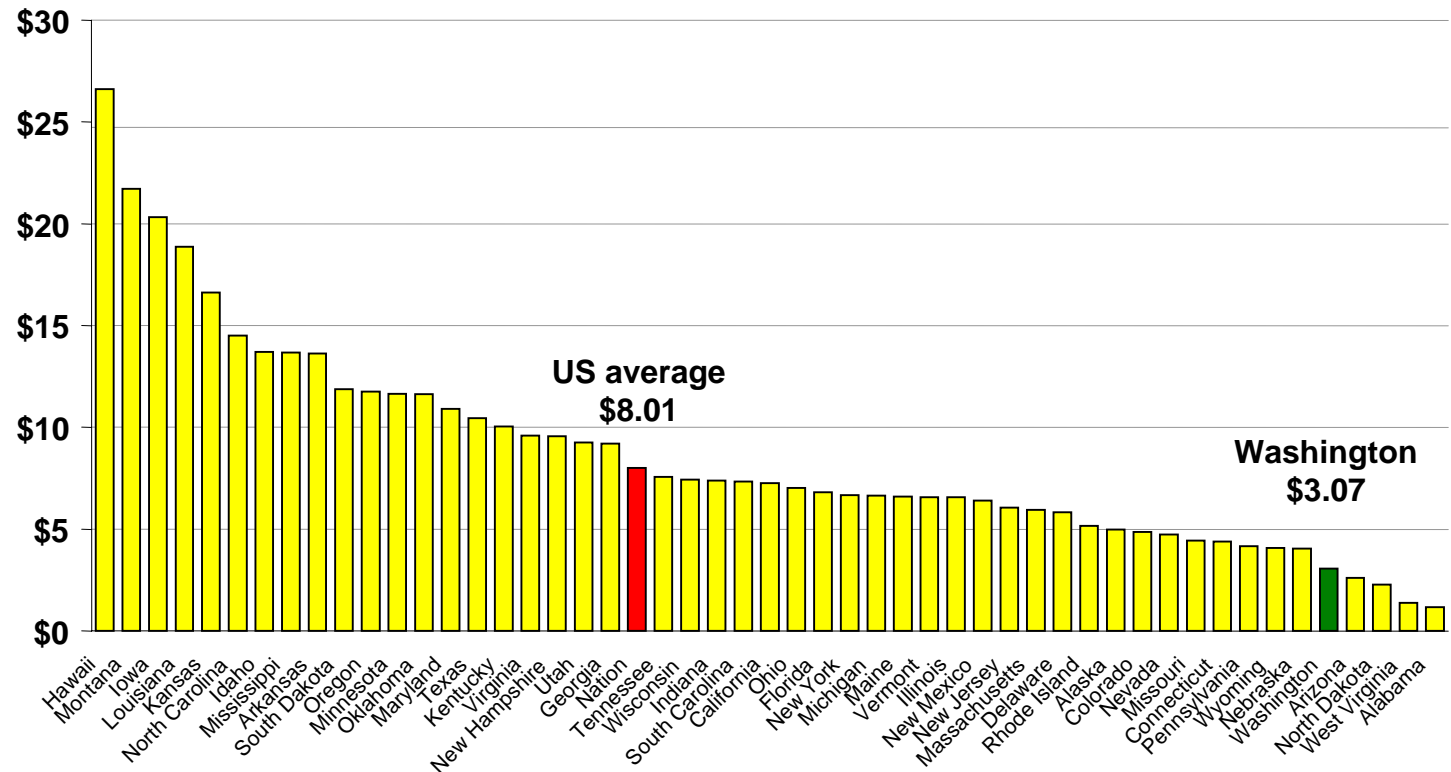


Also, the two-year colleges aim to significantly increase the success of adult basic skills students



Only four states spend less per person than Washington for higher education research and development

State and local government research and development expenditures per person, 2001



Source: NSF and Census

IV. Strategies to achieve goals

- A. Increase enrollment
- B. Improve educational efficiency
- C. Promote innovation in service delivery
- D. Address funding, tuition and financial aid
- E. Improve higher education's responsiveness to the state's economic needs

Strategy A:

Increase enrollment by 2010 to give more students the opportunity to earn degrees

State-funded FTE enrollments:

To reach associate's degree goal	18,000
To reach workforce training goal	8,100
To reach bachelor's and graduate degree goals	<u>18,900</u>
New enrollments to reach goals	45,000

Enrollments saved through efficiencies	TBD*
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Net new enrollments to reach goals	TBD*
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Notes: 33,500 new state-funded FTE are needed by 2010 to maintain 2002 participation rate

*** -- To be determined**

Strategy B:

Improve educational efficiency to make the most of limited state resources

- Increase the number of students who transfer from two-year to four-year colleges and earn degrees
- Reduce the need for remedial course work in college among recent high school graduates
- Reduce the number of students who graduate with excess credits
- Reduce the number of credits earned by transfer students that do not apply to their bachelor's degrees
- Increase student retention
- Work with institutions to identify other efficiencies

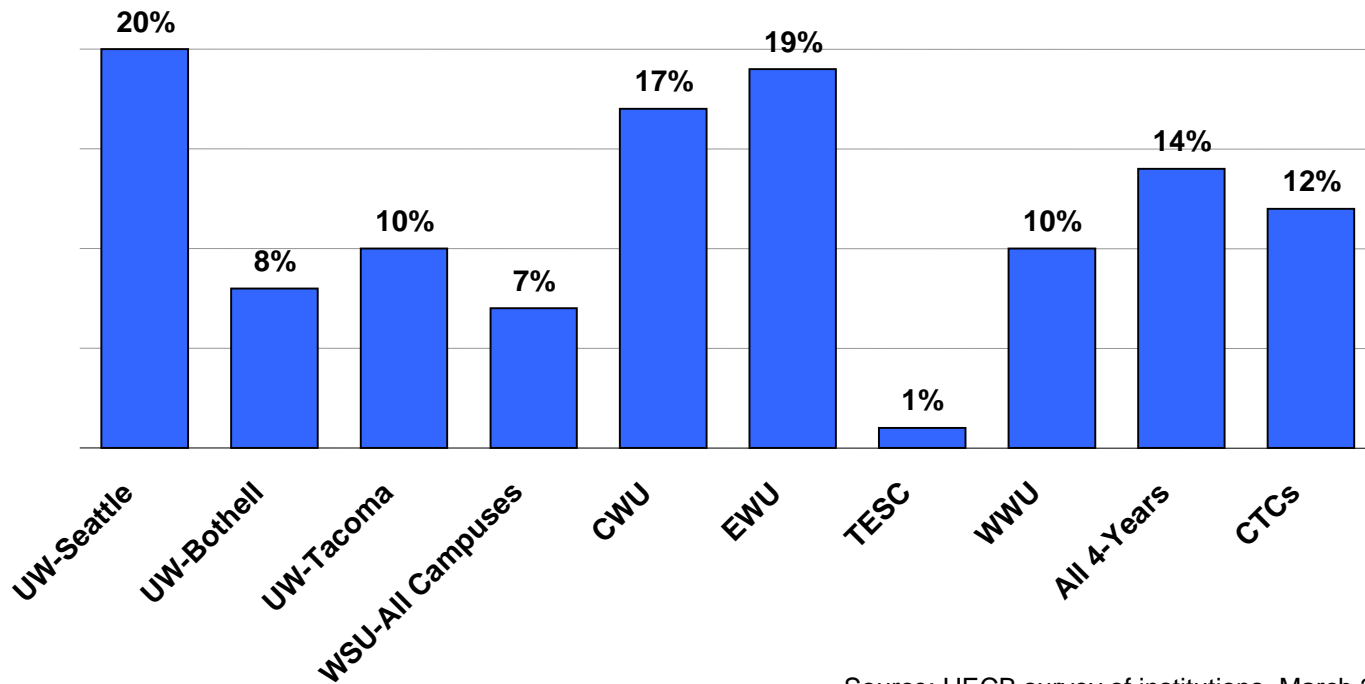
Thousands of high school graduates who go directly to college need remedial instruction before they can do college-level work

- **Two-year colleges** -- 18,600 Washington high school graduates from the class of 2001 enrolled the following year at public 2-year colleges
 - 55% required remedial courses
 - 31% math only; 7% English only; 17% both courses
- **Four-year colleges** -- 9,100 Washington high school graduates from the class of 2001 enrolled the following year at public 4-year colleges
 - 11% required remedial courses
 - 7.4% math only; 2.4% English only; 1.4% both courses

Source: SBCTC and WSU Social & Economic Sciences Research Center

Reducing the number of students who accumulate excess credits would increase the efficiency of public higher education

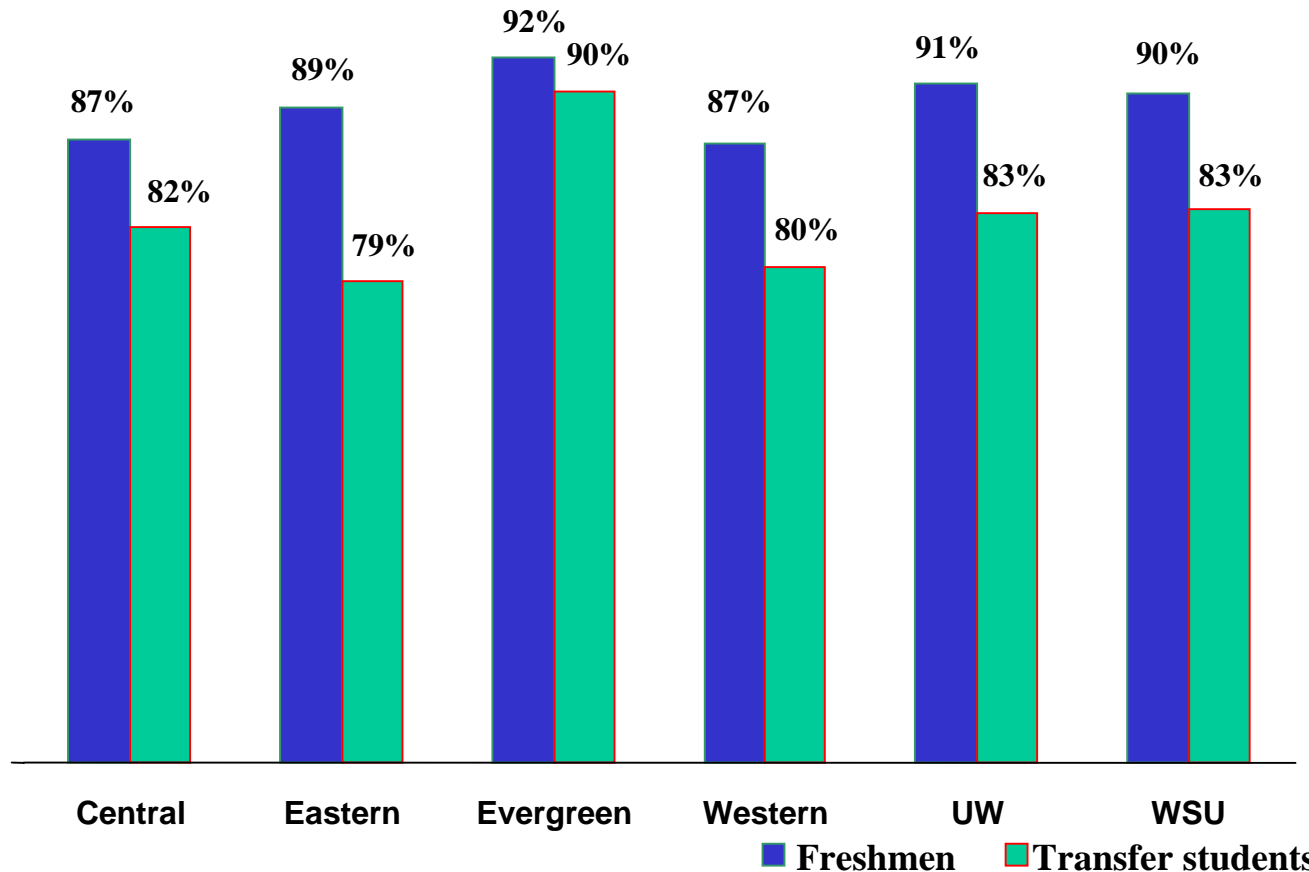
Percentage of graduates who earned more than 125% of the credits required for their degrees



Source: HECB survey of institutions, March 2003

The HECB supports policies that can help transfer students graduate as efficiently as students who enter a four-year college directly from high school

Graduation efficiency, 2001-02



Graduation efficiency reflects the number of credits required for a degree compared with the number attempted by a student. A 100% measure represents 'perfect' efficiency

Source:
HECB 2002
Accountability
Update

Strategy C:

Promote innovation in service delivery to meet changing regional and state needs

- Identify planning and decision-making models that promote regional collaboration and problem-solving and strengthen the 2-plus-2 system, especially in regions served by branch campuses
- As appropriate in each region:
 - Allow branch campuses to offer selected lower-division courses and doctorate degrees, and/or evolve into four-year institutions
 - Allow community colleges to offer selected upper-division courses, and permit selected community colleges to offer bachelor's degrees and/or evolve into four-year institutions
- Enable comprehensive institutions to offer more bachelor's of applied science degrees
- Allow partnerships of public and private institutions to receive high-demand enrollment funding

Strategy C:
Promote innovation in service delivery

- **Benefits**

- Colleges and universities will work together on a regional basis to improve student success, and will have greater management flexibility to respond to community needs
- Branch campuses will evolve to meet the unique needs of their students and communities
- Community colleges will be able to respond to the need for bachelor's degrees that are not currently offered by four-year universities
- Transfer students will benefit from improvements in the 2-plus-2 educational model
- The state will address geographic disparities in students' college attendance, especially at four-year universities

Strategy D: Address funding, tuition and financial aid to preserve and enhance educational quality

- **Funding**

- Fund enrollments at the average rates for comparable institutions nationwide to help achieve the state's graduation goals, promote quality and eliminate over-enrollment

- **Tuition and financial aid**

- Give colleges unrestricted tuition-setting authority for all students
- Require schools to supplement state grants for low-income students to offset local undergraduate tuition increases
- Fund the State Need Grant to reach HECB goals (65% of median family income, 100% of tuition). Also, maintain the purchasing power of all other state financial aid programs

Strategy D:

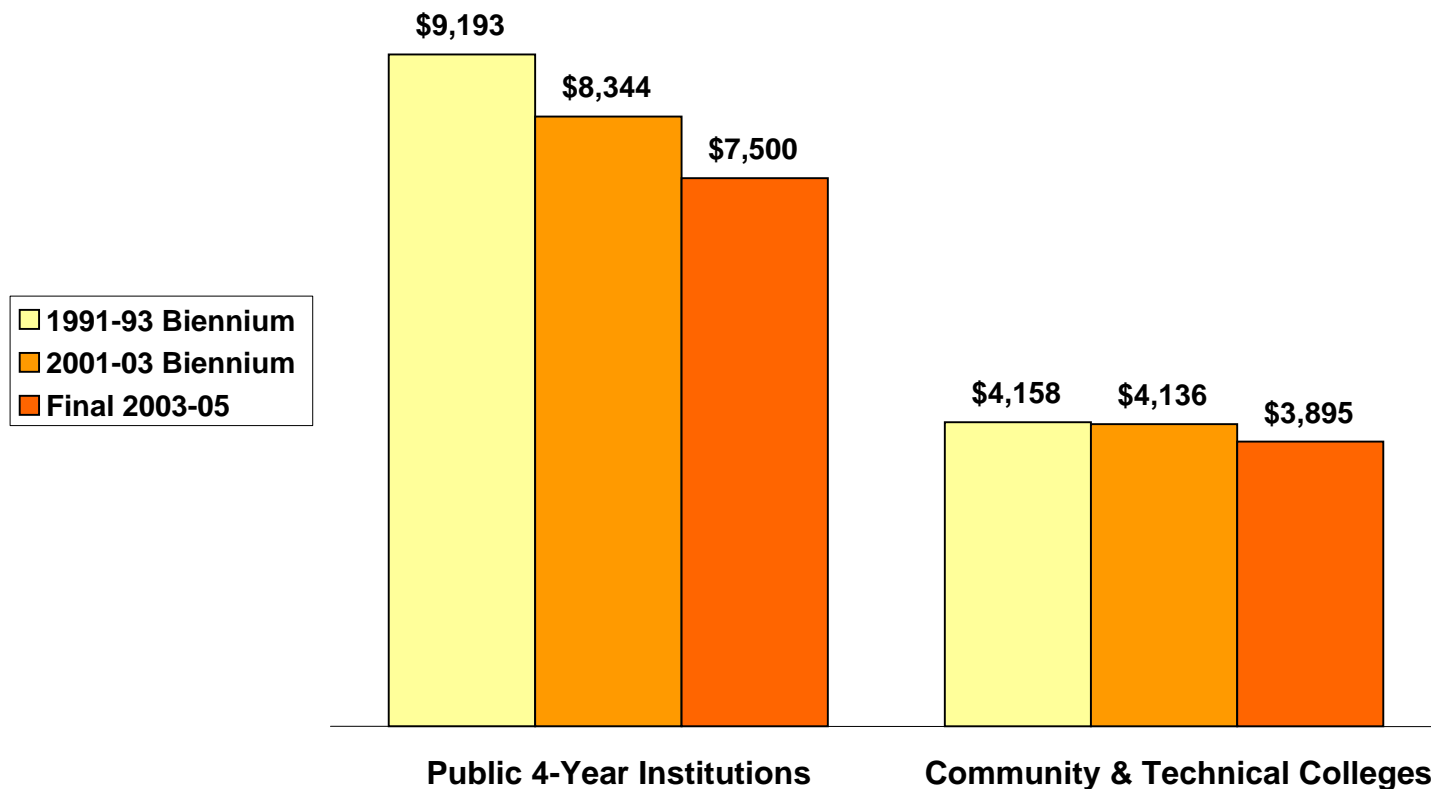
Address funding, tuition and financial aid

- **Benefits**

- Colleges will be able to respond to the need for more graduates, while improving quality and offering programs that meet community needs
- The state will be able to preserve and enhance its strong financial aid system
- Hundreds of additional low-income students will be shielded from the negative impact of large tuition increases
- Public colleges will be able to expand relatively costly high-demand courses and programs
- Funds will be available to recruit and retain top-caliber faculty

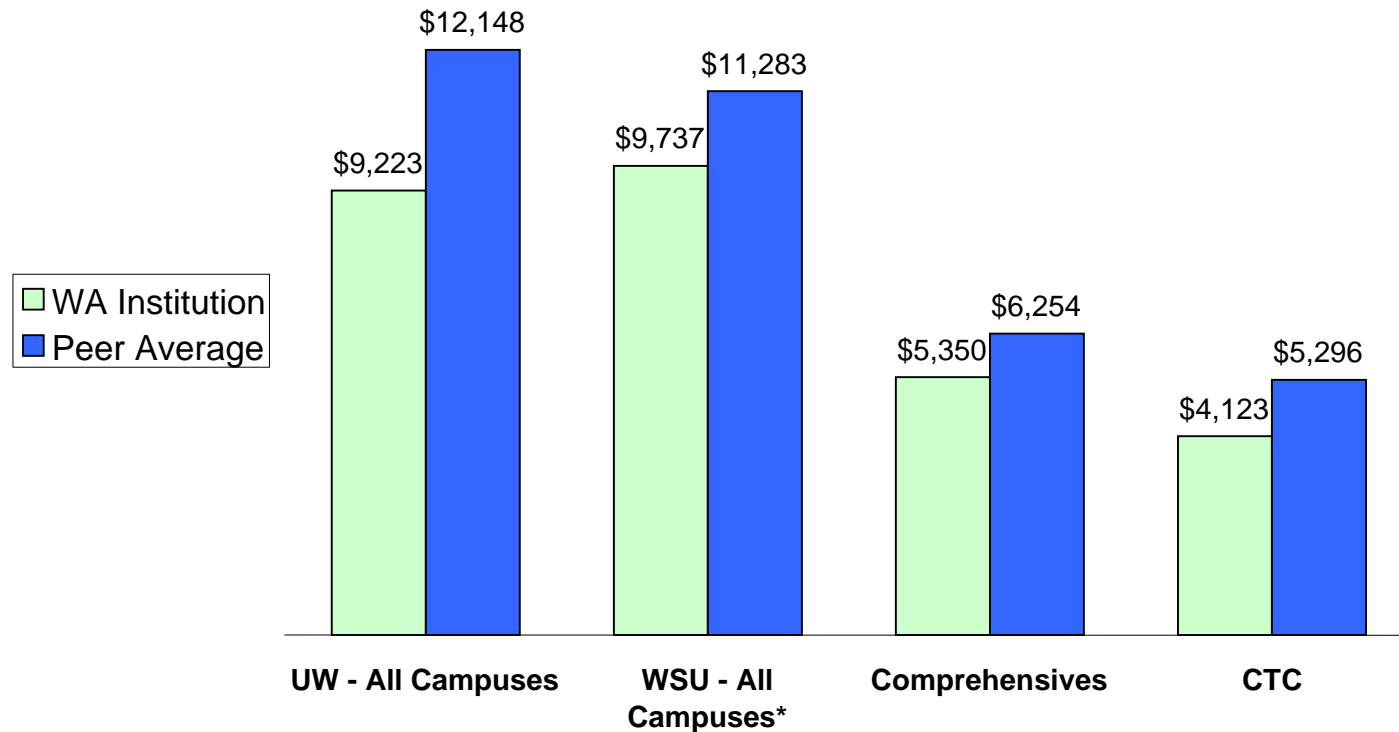
State support per higher education student has declined since the early 1990s and continues to erode in the 2003-05 operating budget

State general fund appropriations per budgeted FTE student
Adjusted for inflation (2001-03 dollars)



State and local government funding per student in Washington is significantly less than at comparable institutions in other states

State and local government appropriations per FTE student
Fiscal Year 2001



Strategy E: Improve higher education's responsiveness to the state's economic needs

- Create an ongoing program to identify high-demand fields and recognize higher instructional costs
- Use an incentive-based approach to dedicate a portion of all new enrollments for high-demand programs, job training and related initiatives
- Increase state research funding to promote new economic ventures
- Support the two-year college system's strategies to increase student success in job training and basic skills
- Develop a new financial aid program to support adults who work full-time and go to college part-time

V. Governance and accountability

- **Role & mission of state higher education boards**
 - The current governance structure does not promote collaboration and poses unnecessary barriers to change
 - The three state higher education boards (HECB, SBCTC, WTECB) should be consolidated into one state governing board
 - The new board should promote a P-16 approach to education and work with K-12 leaders to reinforce and enhance K-12 education reform
 - College and university boards of regents and trustees should remain in place

V. Governance and accountability

- **Role & mission of colleges and universities**
 - Examine the state's relationship with its public colleges and universities in order to establish clear goals and expectations
- **Accountability**
 - Use benchmarks and performance indicators to effectively measure results
 - Develop a performance contract pilot project under the terms of House Bill 2111
 - Strengthen and improve the consistency of higher education data systems
 - Develop means of determining the cost of college degrees in specific fields

More information about issues related to the strategic master plan

- Later this month, the HECB will submit the interim strategic master plan to the Legislature and Governor. The plan will be the subject of public hearings during the 2004 legislative session
- To learn more about higher education issues
 - <http://www.hecb.wa.gov>
- To contact the HECB about the master plan
 - masterplan@hecb.wa.gov

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December 2003

Additional Institutional Supplemental Budget Requests

Capital Budget

On October 29, the Higher Education Coordinating Board (HECB) took action on supplemental capital budget requests submitted by the State Board for Community and Technical Colleges and Washington State University. At that meeting, staff advised the Board that Central Washington University, Eastern Washington University, and the University of Washington were likely to submit additional supplemental capital budget requests.

The three universities have submitted these supplemental requests and the Board's Fiscal Committee has reviewed them. Below is a summary of the requests and the recommendations of the Fiscal Committee.

Central Washington University

1. Music Building Equipment Proviso

Central Washington University (CWU) requested \$14 million in the 2003-2005 biennium for the second phase of the Music Building. The Board supported this request in its 2003-2005 capital budget recommendations. Of the total \$14 million, \$3.1 million was included for equipment and furnishings.

The Legislature appropriated \$12.6 million for the project and included a proviso limiting expenditures for equipment and furnishings to \$2.4 million. The proviso language prohibited using the \$2.4 million for "moving costs, small musical instruments, vehicles, laptop computers, small printers, disposable items, or other items with a useful life of less than one year."

CWU is requesting that this proviso be amended to allow for the purchase of musical instruments and printers. The University is not requesting additional funds for the purchase of these items and has noted that the instruments and printers have a useful life greater than one year.

The Fiscal Committee recommends that the Board support amending the proviso, provided that no additional funds are required. Committee members recognize the importance of instruments and printers in providing a quality and efficient instructional program.

2. CWU - Des Moines Facility

Central Washington University requested \$10 million in the 2003-2005 biennium for the construction phase of the Des Moines instructional facility, located on the Highline Community College campus. The Board and Governor recommended this appropriation amount for the 2003-2005 biennium. The final 2003-2005 capital budget appropriated \$8 million for the project.

CWU is requesting a supplemental appropriation of \$2 million to pay for furnishings and equipment. The University plans to open the building in summer 2005, with full operations scheduled for the fall quarter. The University has reported that the planned use of the facility will not be possible without funding for equipment and furnishings.

The Fiscal Committee recommends that the Board support the requested supplemental appropriation.

3. Use of Local Capital Funds for Minor Works

In developing its 2003-2005 capital budget for higher education, the Legislature added a state bond-funded appropriation to each institution's budget to reduce the backlog of facility preservation projects. In many cases, this new appropriation would be used for minor projects which had been requested by the institutions within different minor-works funding requests.

As a result of this change, Central Washington University's local building account has additional capacity. The University is requesting \$1.2 million in supplemental expenditure authority from its local building account to address additional building and infrastructure preservation needs.

The Fiscal Committee recommends that the Board support the requested supplemental appropriation.

Eastern Washington University

Eastern Washington University (EWU) requested \$6.8 million in the 2003-2005 biennium for the first phase of the renovation and addition of Senior Hall. The Board supported this proposal. The Governor's 2003-2005 capital budget proposal included \$14.5 million to fund both phases of the project in the 2003-2005 biennium. The capital budget adopted by the Legislature included \$6 million for the first phase of the project.

EWU is requesting \$8.1 million in the supplemental budget to fund the second phase of the project in 2003-2005. In making this request, the University has demonstrated that funding both phases in the current biennium will achieve efficiencies and economies in project design and will reduce construction escalation costs by an estimated \$400,000.

Since state bond funding for the second phase of this project was previously programmed for the 2005-2007 biennium, the acceleration of the second phase into the 2003-2005 biennium will not displace bond funds anticipated for the 2005-2007 biennium. In view of this and the estimated project cost savings, the Fiscal Committee recommends that the Board support this request.

University of Washington

Design and construction funding for all phases of the UW Bothell/Cascadia Community College co-located campus have been split on a 50/50 basis between the University of Washington and the State Board for Community and Technical Colleges.

The 2003-2005 capital budget adopted by the Legislature included reappropriations of \$5 million for design, permitting, and other “soft-costs” for the UWB/CCC south access off-ramp. The off-ramp is required by the city of Bothell when the combined enrollment of the two institutions exceeds 3,000 student FTE. In fall 2002, combined enrollment was about 2,500 student FTE.

This re-appropriation amount was split equally between the University of Washington and the State Board for Community and Technical Colleges. Additionally, the 2003-2005 state transportation budget included \$8 million in transportation funds for the construction phase of the south access off-ramp. The total cost of the project is estimated at \$21 million. As adopted by the Legislature, the re-appropriation authority in the capital budget contained language stipulating that the re-appropriation was based on the Legislature’s intent to fund the construction of the project in a future transportation budget.

Governor Locke vetoed both sections of the 2003-2005 capital budget, which provided the re-appropriation authority for the off-ramp to the University of Washington and the State Board for Community and Technical Colleges. The veto was based, in part, on the prohibition of committing a future Legislature. The Governor did not veto the \$8 million appropriation in the Transportation budget.

The University of Washington is requesting that the re-appropriation be authorized in the supplemental capital budget without language concerning future legislative actions. The State Board for Community and Technical Colleges is not requesting the re-appropriation authority.

The south access off-ramp will be needed if the campus is to serve more than 3,000 student FTE. State plans call for the campus to serve 10,000 student FTE. In view of this and the availability of transportation funds, the Fiscal Committee recommends that the Board encourage the State Board for Community and Technical Colleges to seek its re-appropriation authority. If this does

not occur, the Fiscal Committee recommends that the total re-appropriation amount of \$5 million be provided to the University of Washington.

Operating Budget

To date, one supplemental operating budget request for the 2004 session has been submitted to the HECB for consideration. The Board's Fiscal Committee has reviewed this request and recommends its approval by the Board.

Central Washington University

In the 2003 legislative session, the capital funding for the second phase of the Music Education Facility was approved, allowing the completion date for both phases of the facility to be set for September 1, 2004. This means the facility will be in operation for the last nine months of fiscal year 2005. Therefore, operating budget funds will be required for utilities, maintenance, janitorial, grounds-keeping, and other costs associated with the normal day-to-day operations of any facility. The building contains 47,738 square feet and the funding needed for these costs for the last nine months of fiscal year 2005 is \$223,400.

Again, this operating budget funding was not previously included in Central Washington University's operating budget because the capital funding had not yet been allocated.

Summary of 2004 Higher Education Supplemental Budget Requests

Items Considered at October 29, 2003 HECB Meeting

State Board for Community and Technical Colleges

<i>Items Considered at October 29, 2003 HECB Meeting</i>	<u>Institution Request</u>	<u>HECB Recommendation</u>
• Pierce College/Ft. Steilacoom: Health and Wellness Center	\$5,000,000 (local bonds)	\$5,000,000 (local bonds)
• Pierce College/Puyallup: Gym	\$8,000,000 (local bonds)	\$8,000,000 (local bonds)
• Columbia Basin College: Building Renovation	\$8,000,000 (local bonds)	\$8,000,000 (local bonds)

Washington State University

• Spokane/Riverpoint: Academic Center	\$20,000,000 (state bonds)	\$20,000,000 (state bonds)
• Pullman: Wastewater Reclamation	\$3,400,000 (state bonds)	\$3,400,000 (state bonds)
• Pullman: WSUnet Infrastructure	\$4,000,000 (state bonds)	\$4,000,000 (state bonds)

Items to be Considered at December 3, 2003 HECB Meeting (capital)

Central Washington University

• Music Building	Amend proviso to allow for purchase of instruments and printers	Support
• Des Moines Facility	\$2,000,000 (state bonds)	\$2,000,000 (state bonds)
• Minor Works: Health Safety & Infrastructure Repairs	\$1,200,000 (state bonds)	\$1,200,000 (state bonds)

Eastern Washington University

• Senior Hall: Phase II Renovation	\$8,100,000 (state bonds)	\$8,100,000 (state bonds)
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University of Washington

• UWB/CCC: South Access Off-Ramp	Reinstate re-appropriation authority for design phase	Support
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Items to be Considered at December 3, 2003 HECB Meeting (operating)

Central Washington University

<i>Items to be Considered at December 3, 2003 HECB Meeting (operating)</i>	<u>Institution Request</u>	<u>(proposed) HECB Recommendation</u>
• Music Education Facility	\$223,400 (general fund)	Support

RESOLUTION NO. 03-38

WHEREAS, It is the responsibility of the Higher Education Coordinating Board to recommend higher education funding priorities to the Governor and the Legislature; and

WHEREAS, Central Washington University, Eastern Washington University, and the University of Washington have requested additional state funds in the fiscal year 2004 supplemental capital budget; and

WHEREAS, Central Washington University has requested additional state funds in the fiscal year 2004 supplemental operating budget; and

WHEREAS, The Board's Fiscal Committee reviewed the supplemental operating and capital budget requests during its November 17, 2003 meeting; and

WHEREAS, The Fiscal Committee has recommended that the full Board approve the requests on December 3, 2003;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the Fiscal Committee with respect to the supplemental operating and capital budget proposals for the 2004 legislative session; and

BE IT FURTHER RESOLVED, That the Board directs staff to forward those recommendations to the Governor and the Legislature.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

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December 2003

Additional Supplemental Capital Budget Requests

Following the Higher Education Coordinating Board's Fiscal Committee meeting on November 17, 2003, Central Washington University, Western Washington University, and The Evergreen State College submitted additional supplemental capital project requests to HECB staff. A summary of these requests is provided below.

Central Washington University

Central Washington University (CWU) is requesting \$1.5 million for an addition to Van Tassel Hall on the Wenatchee Valley College (WVC) campus to provide upper-division programs.

Currently, CWU provides programs to about 100 student FTE in an armory facility, which the state Military Department rents to WVC. Military Department staff have notified the college that they will need full use of the facility in the near future. The existing lease expires June 30, 2004.

WVC has an existing appropriation to remodel and renovate Van Tassel Hall. The CWU proposal, which WVC supports, would expand this renovation project to include additional classroom, office, and conference space and allow CWU to continue to offer programs to students in the north-central region of the state.

Western Washington University

Western Washington University (WWU) is seeking \$3.75 million in state bonds to renovate Bond Hall and College Hall. The total cost of these two projects is \$7.9 million. The balance of the cost – \$4.15 million – would come from savings from the Communications Building project, which received an appropriation in the last biennium.

The Bond Hall renovation project would address safety/code requirements and numerous preservation backlog needs in the building. Additionally, the project would add capacity for about 580 student FTE.

The College Hall project would address existing preservation needs and safety/code requirements. This project also would provide surge space for the temporary relocation of Bond Hall occupants.

The Evergreen State College

Following the adoption of the 2003-2005 capital budget, The Evergreen State College determined that its local building account revenue estimate for the 2003-2005 biennium was overstated by \$1.6 million. Consequently, the college is requesting \$1.6 million in state bonds to supplant its 2003-2005 local fund appropriation for life safety/code compliance projects.

RESOLUTION NO. 03-40

WHEREAS, It is the responsibility of the Higher Education Coordinating Board to recommend higher education funding priorities to the Governor and the Legislature; and

WHEREAS, Subsequent to the November 17, 2003 meeting of the Board's Fiscal Committee, Central Washington University, Western Washington University, and The Evergreen State College submitted additional supplemental capital requests; and

WHEREAS, Due to the timing of the receipt of these budget requests, the Board's Fiscal Committee has not had the opportunity to review the projects and prepare a recommendation; and

WHEREAS, The Board has been briefed on these additional supplemental requests and feels they are worthy of consideration by the executive and Legislature;

THEREFORE, BE IT RESOLVED, That the Board supports efforts by Central Washington University, Western Washington University, and The Evergreen State College to seek consideration of their respective supplemental capital budget requests in the 2004 legislative session.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

2003-04 Washington Tuition and Fee Report *(Preliminary Data)*



December 3, 2003

W A S H I N G T O N
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How much are full-time resident undergraduates paying this year?

• UW -- Seattle	\$4,863
• WSU -- All	\$4,836
• CWU	\$3,729
• EWU	\$3,687
• TESC	\$3,651
• WWU	\$3,683
• Comm. & tech. colleges	\$2,142

Note: Includes tuition (operating and building fee) and mandatory fees for 2003-04.
Community and technical college tuition is for a student taking 15 credit hours.

Who sets tuition rates?

- The 2003 Legislature enacted ESSB 5448 giving governing boards and the SBCTC the authority to set tuition rates for all students other than **resident undergraduates**.
- The Legislature maintained tuition setting authority for resident undergraduates until 2008-09.

Who sets tuition rates?

- Legislature and Governor established limits for resident undergraduate tuition (operating and building fee) increases in 2003-04 operating budget.
 - Research 7%
 - Comprehensives 7%
 - Community & technical colleges 7%

Tuition policies prior to 2003-04

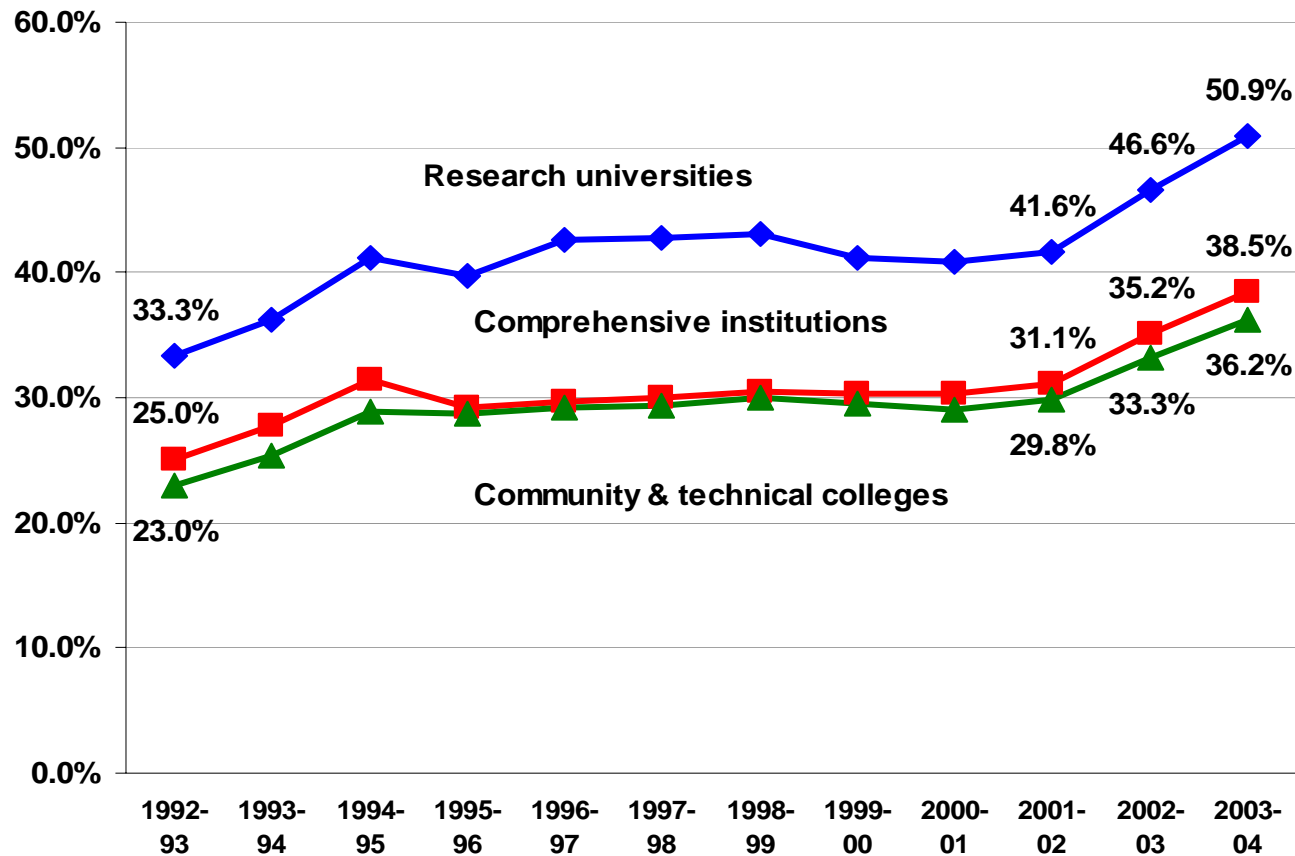
- From 1977 to 1995, the Legislature and Governor set tuition as a percentage of the cost of instruction.
 - Tuition at research universities ranged from 25% of the cost of instruction in 1977-78 to 41% in 1994-95.
 - Tuition at comprehensives and CTCs was about 30% of the cost of instruction in 1994-95.

Tuition policies prior to 2003-04

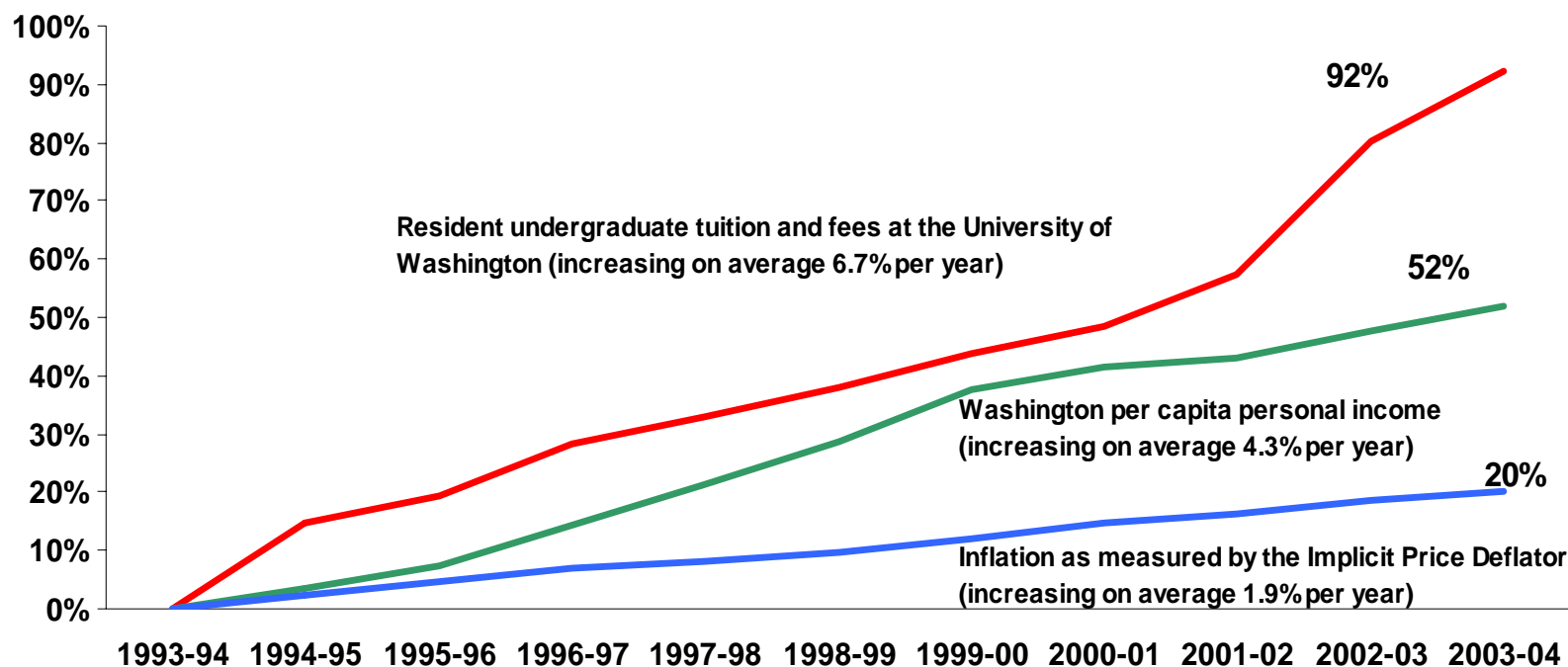
- From 1995 through 1999, the Legislature and Governor set specific limits on tuition increases (operating and building fees) of 4% per year.
- Since 1999, local four-year boards and the SBCTC have been allowed to set specific rates within the following **maximum** limits:

1999-2000	4.6%	2002-2003	16%, 14%, 12%
2000-2001	3.6%	2003-2004	7%
2001-2002	6.7%		

Resident undergraduate tuition (operating & building fees) as a percentage of undergraduate instructional costs



Increases in tuition have outpaced per capita personal income and inflation



National comparisons: research (flagship) universities 2003-04

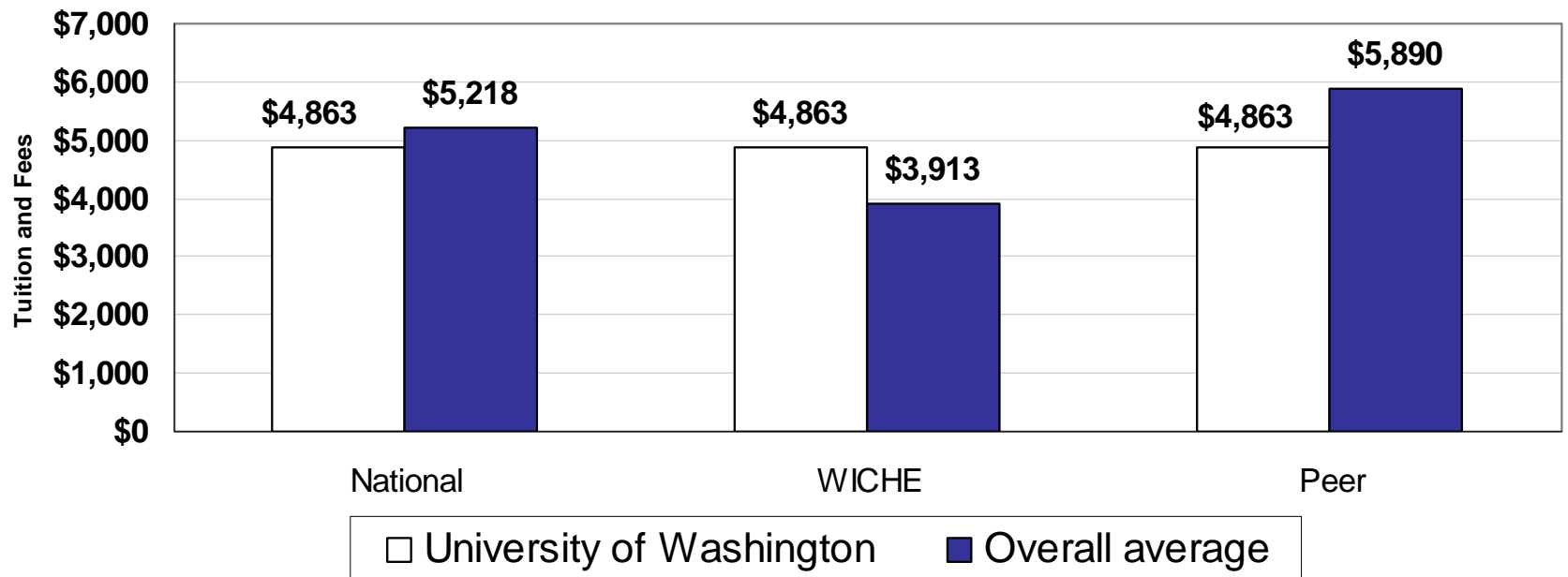
- On average, resident undergraduate tuition and fees increased 11.2% at the 50 state flagship universities.
- In 2003-04, 24 states increased tuition and fees 10% or more, compared to 17 states in 2002-03.
- Three states increased tuition more than 20%, and three states increased tuition 3% or less.

University of Washington

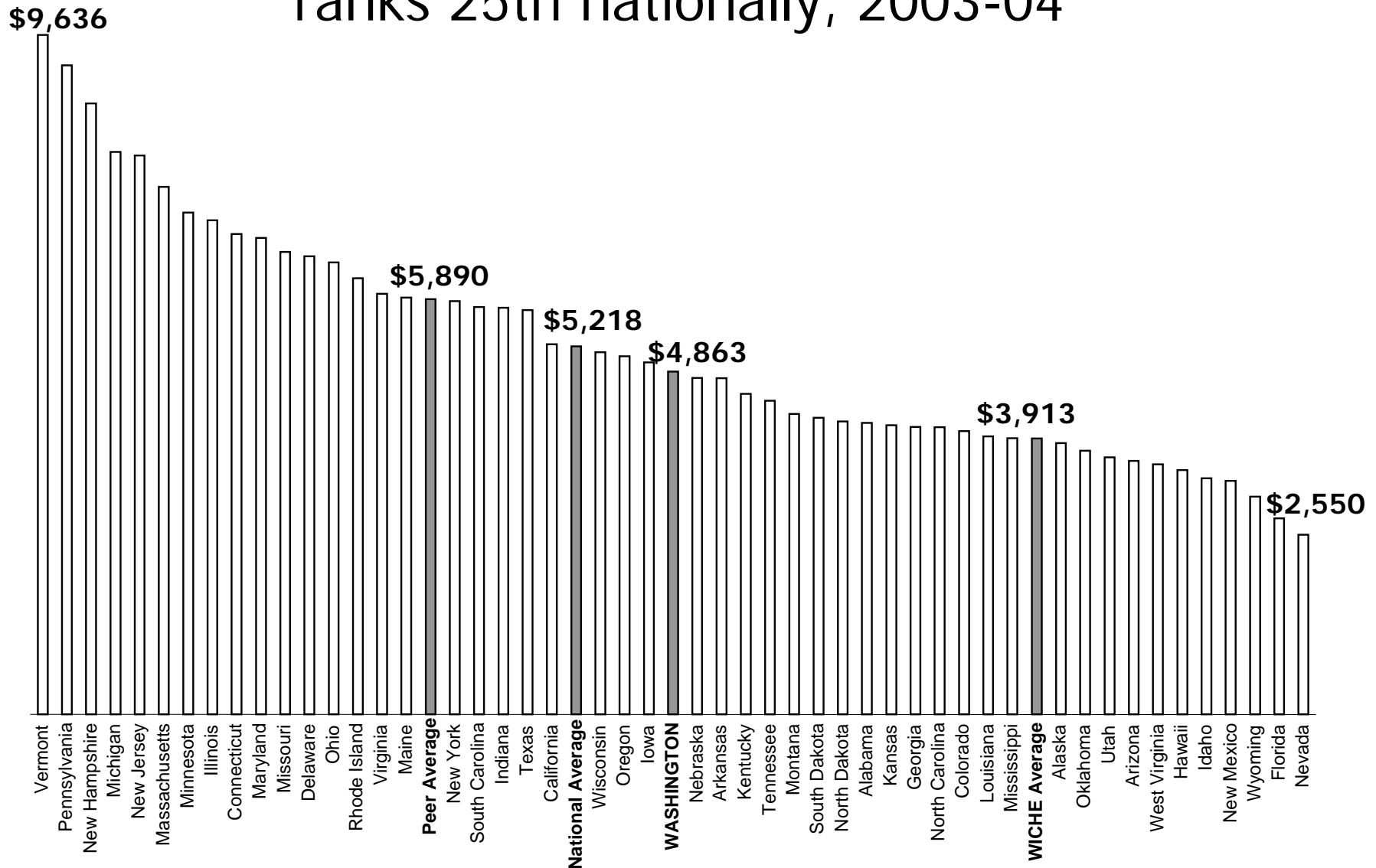
	Tuition 2003-04	UW Rank
UW	\$4,863	---
National average	\$5,218	25 th of 50
WICHE average	\$3,913	3 rd of 15
Peer average	\$5,890	18 th of 25

Note: Tuition includes operating and building fee plus mandatory fees.

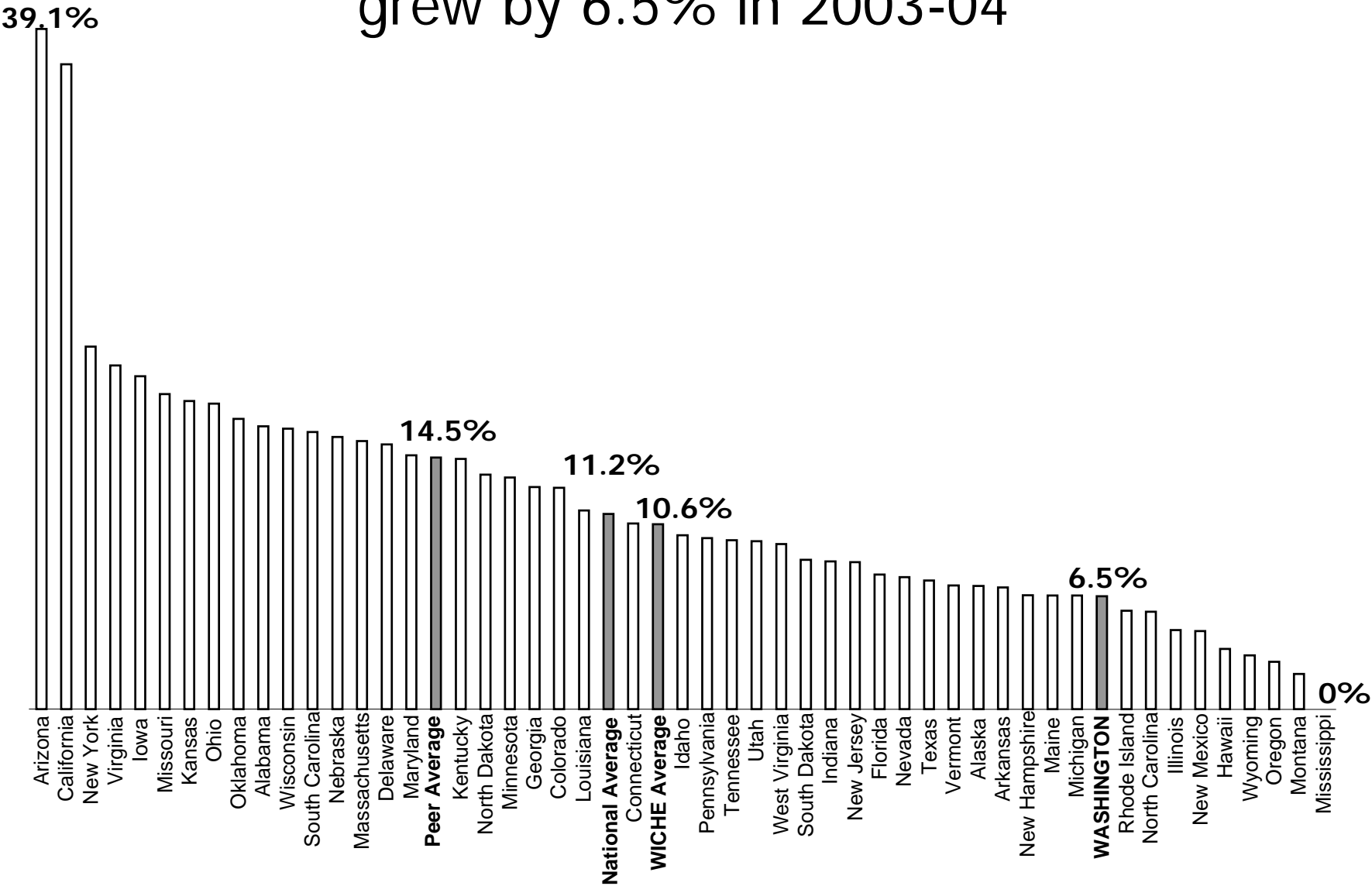
Tuition and fees: University of Washington compared to national, WICHE and peer averages



University of Washington resident undergraduate tuition ranks 25th nationally, 2003-04



University of Washington resident undergraduate tuition grew by 6.5% in 2003-04



National comparisons: Comprehensive universities 2003-04

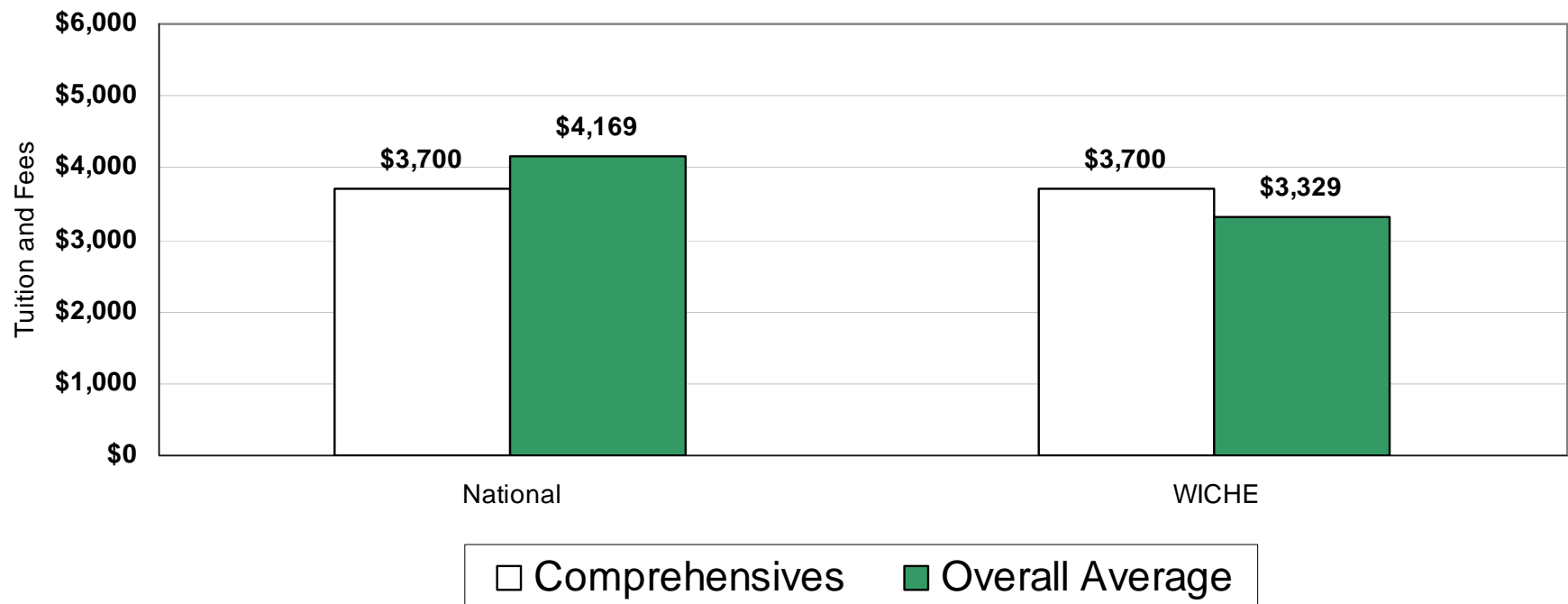
- On average, resident undergraduate tuition and fees increased 11.6% nationally.
- In 2003-04, 27 states increased resident undergraduate tuition and fees 10% or more, compared to 18 states in 2002-03.
- Four states increased tuition and fees more than 20%, and of those, one state increased tuition over 30%.
- Two states increased tuition and fees 3% or less.

Washington comprehensive universities

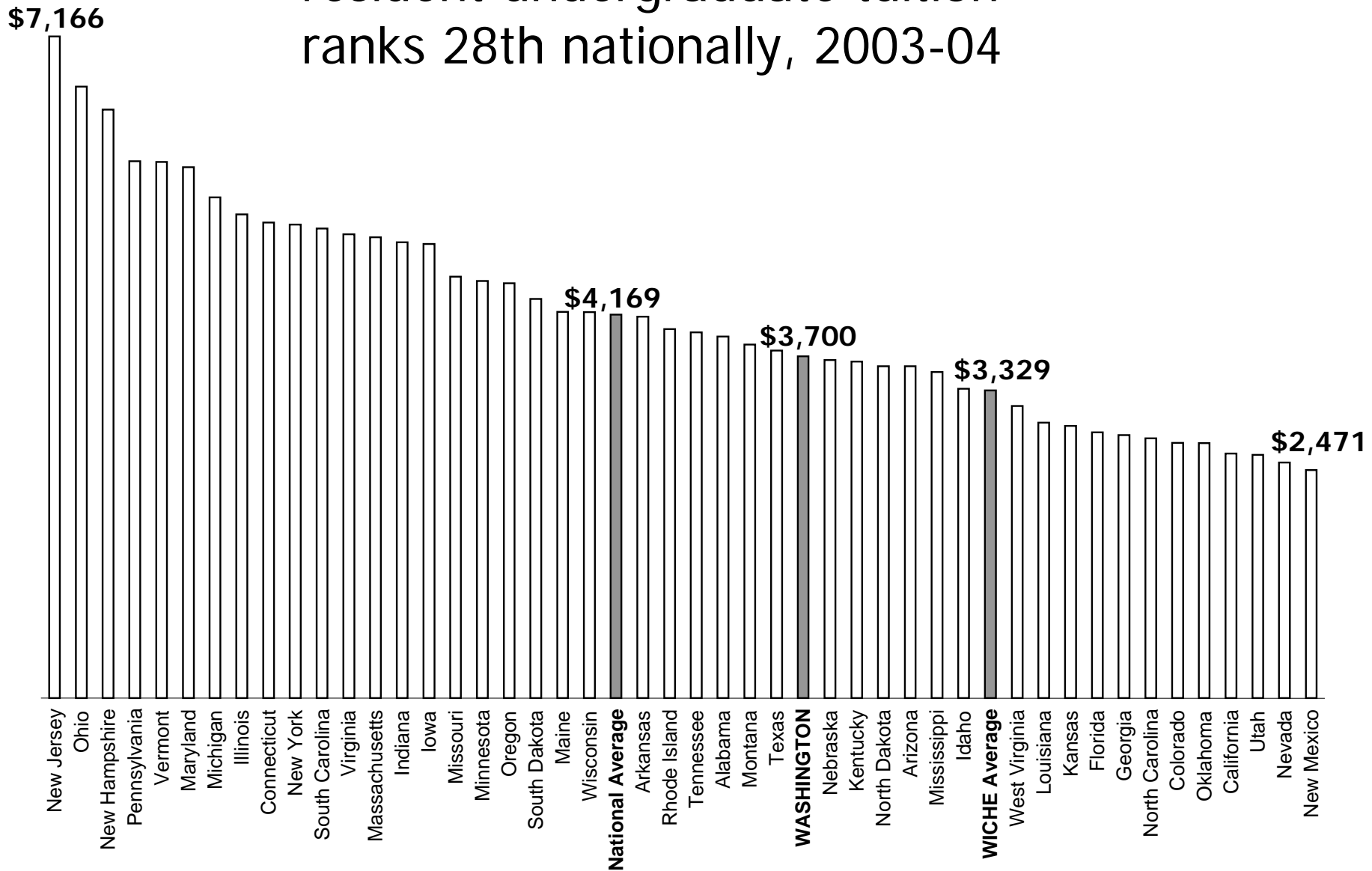
	Tuition 2003-04	Comprehensive rank
Washington comprehensives	\$3,700	---
National average	\$4,169	28 th of 46
WICHE average	\$3,329	4 th of 12
Peer average	*	*

*National average is based on 215 institutions that have been used for more than 30 years, and this average also serves as the comprehensive peer average.

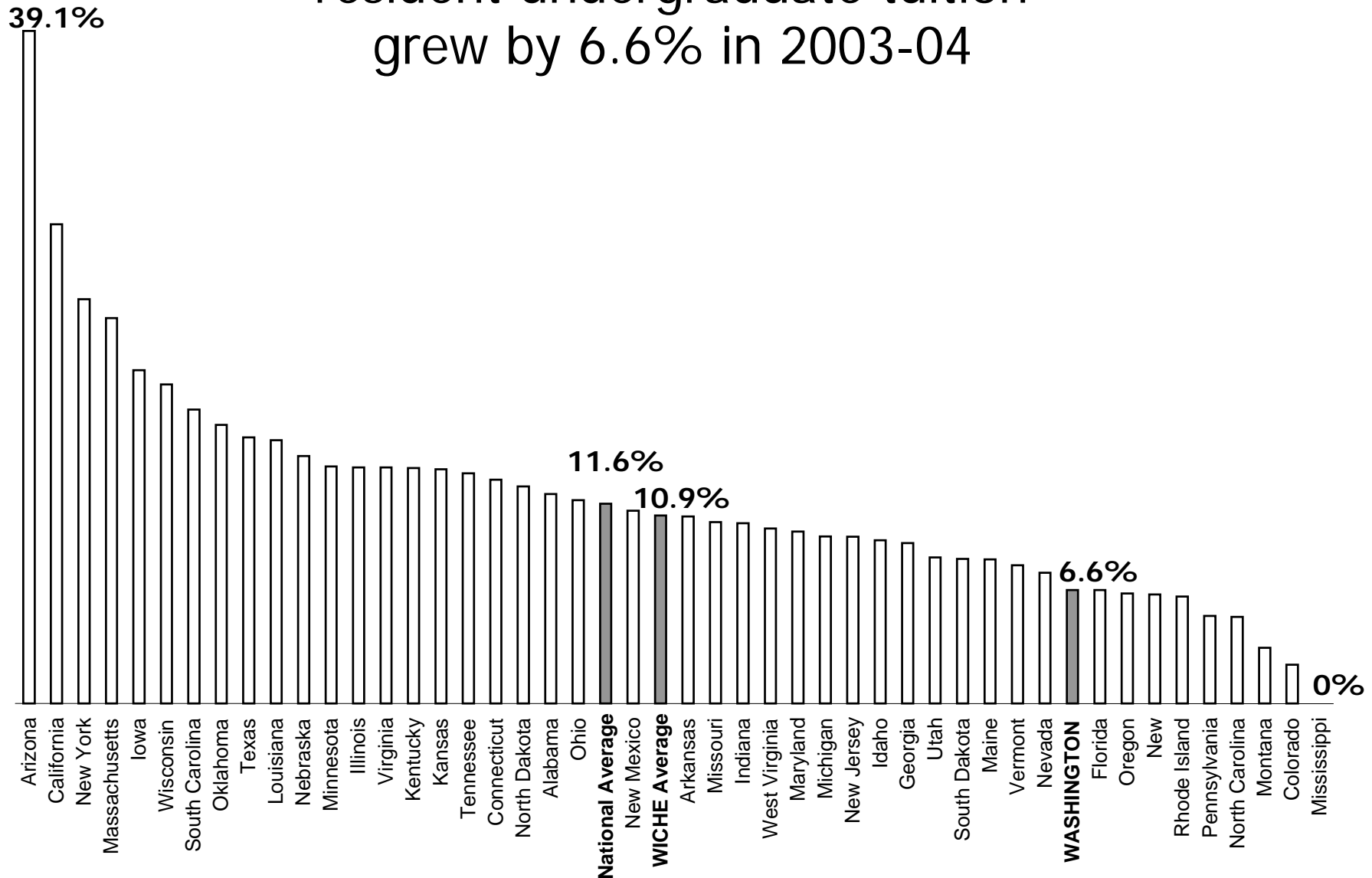
Tuition and fees: Comprehensive universities compared to national and WICHE averages



Washington comprehensive institutions resident undergraduate tuition ranks 28th nationally, 2003-04



Washington comprehensive institutions resident undergraduate tuition grew by 6.6% in 2003-04



National comparisons: Community and technical colleges 2003-04

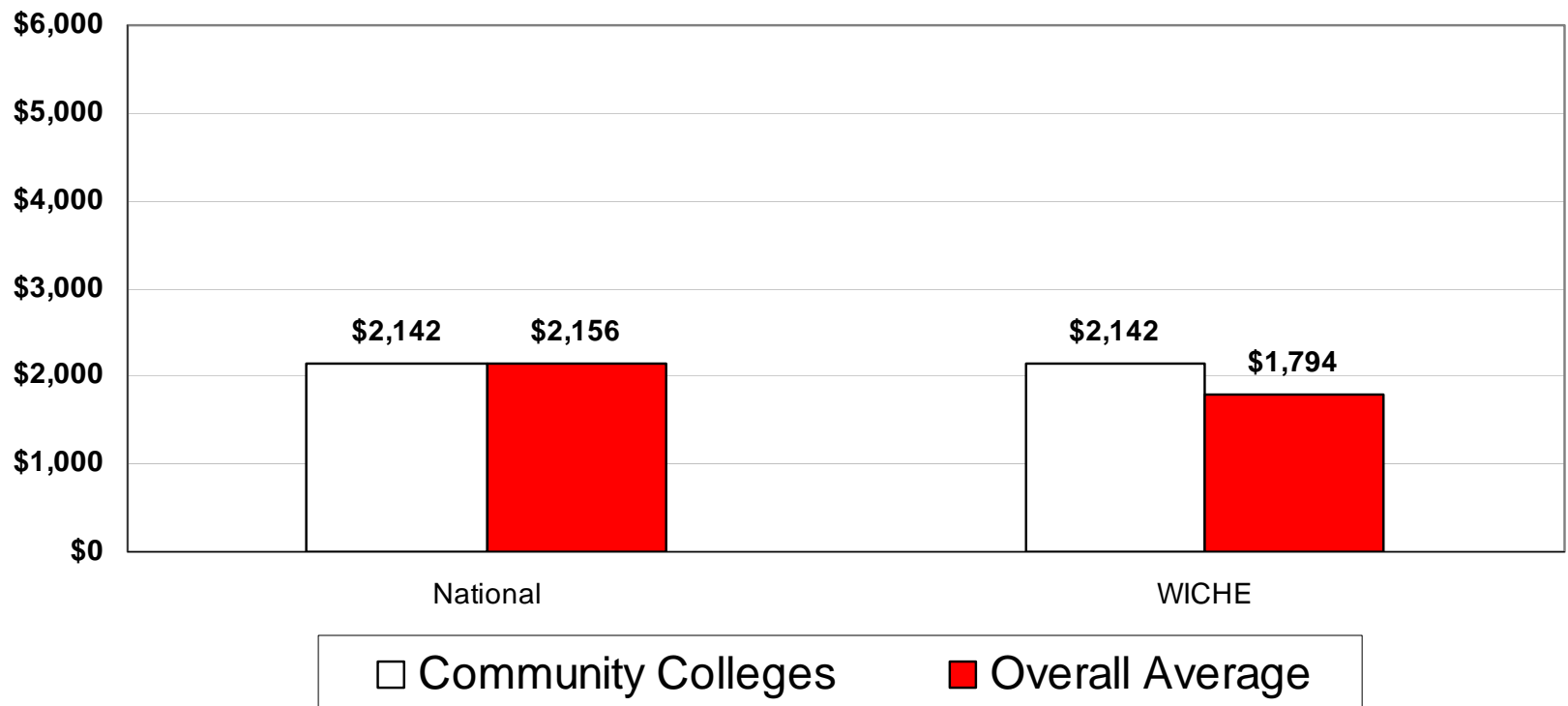
- On average, resident undergraduate tuition and fees increased 10% nationally.
- In 2003-04, 22 states increased resident undergraduate tuition & fees 10% or more, compared to 14 states in 2002-03.
- Seven states increased tuition and fees more than 20%; four of those states increased tuition over 30% and six states increased tuition and fees 3% or less.

Washington community and technical colleges

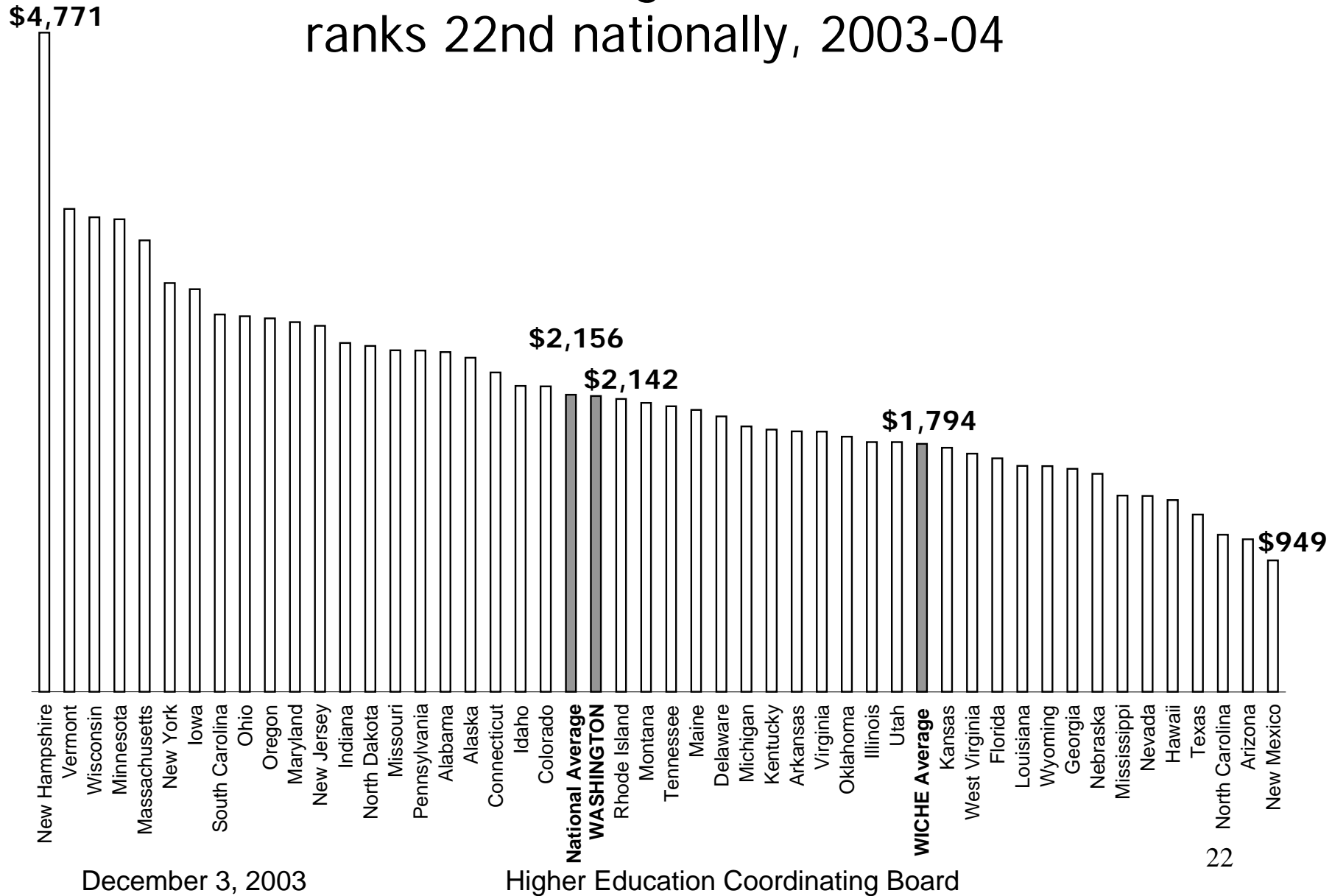
	Tuition 2003-04	Community and technical college rank
Wash comm. and tech. colleges	\$2,142	---
National average	\$2,156	22 nd of 49
WICHE average	\$1,794	6 th of 15
Peer average	*	*

*49-state average serves as the peer group for the community and technical colleges.

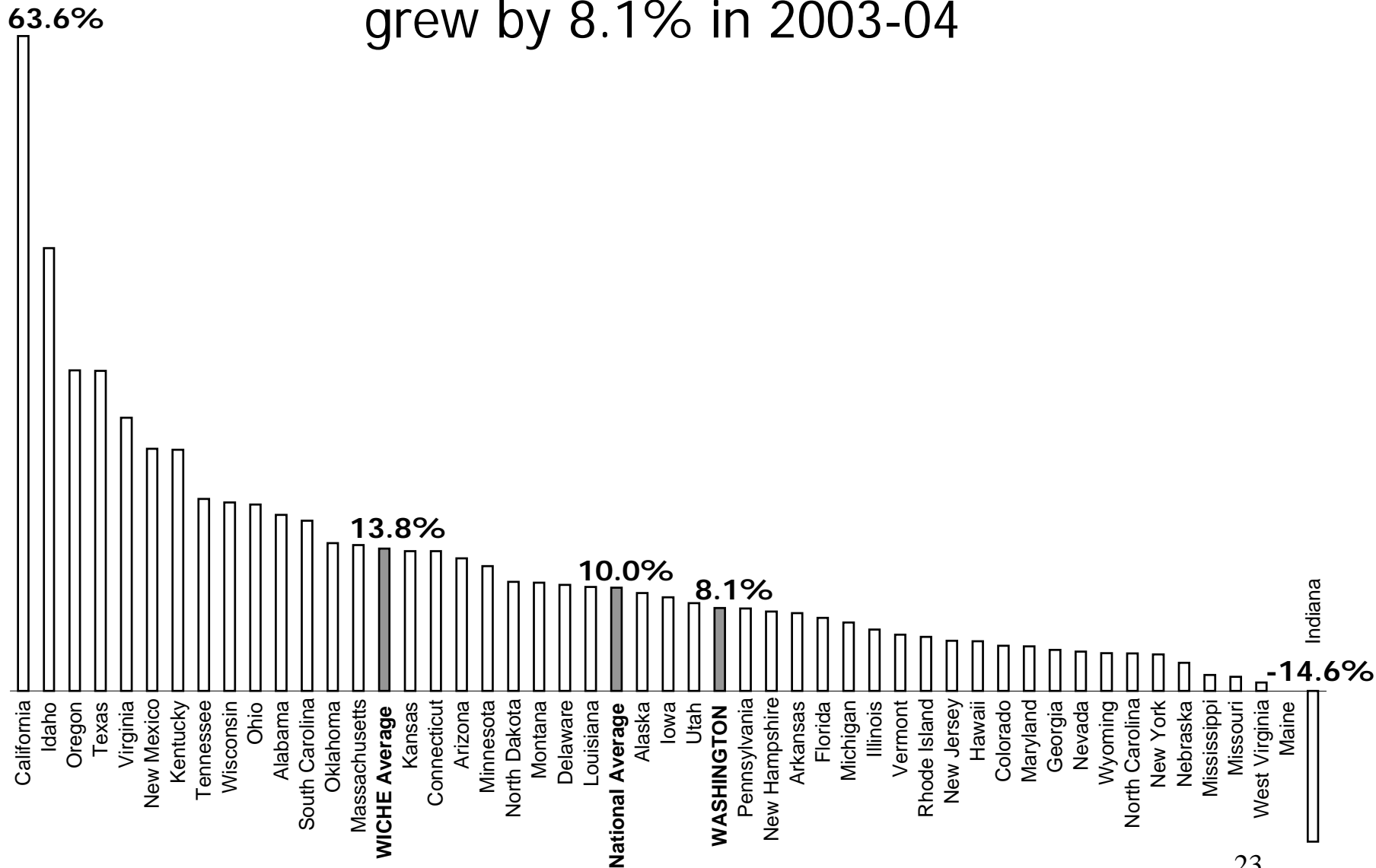
Tuition and fees: Community and technical colleges compared to national and WICHE averages



Washington community college resident undergraduate tuition ranks 22nd nationally, 2003-04



Washington community college resident undergraduate tuition grew by 8.1% in 2003-04



December 3, 2003

Higher Education Coordinating Board

Findings:

- Washington resident undergraduates pay somewhat less than the national average for tuition at the four-year institutions.
- At the community and technical colleges, Washington residents pay the same as the national average.

Findings:

- Tuition rates at Washington institutions are less than the average tuition at comparable (peer) institutions.
- Tuition rates in Washington are higher than in most Western states.

Findings:

- Washington's rank among states and peers has remained steady. For example: UW ranked 23rd nationally in 2000 and ranks 25th today.
- Significant spikes in tuition have occurred in every recession since the 1970s, and that cycle appears to be repeating.
- Over the last 10 years, tuition and fees have increased 92% at the University of Washington. Nationally, average tuition and fees have increased 84%.



December 2003

Higher Education Accountability Plans

Washington's public four-year universities and college have submitted their 2003-05 accountability plans to the Higher Education Coordinating Board. The state operating budget directs the Board to review these plans and set biennial performance targets for each institution.

Background

Section 601 (10) of the 2003-05 budget bill (SB 5404) calls for the four-year institutions to develop accountability plans under the Board's direction. Accountability provisions for the state two-year colleges are directed by the State Board for Community and Technical Colleges.

For 2003-05, the four-year institutions are reporting on a total of six measures:

- 1) Graduation efficiency for freshmen;
- 2) Graduation efficiency for transfer students;
- 3) Undergraduate retention;
- 4) Five-year freshmen graduation rate;
- 5) Faculty productivity (which may be measured differently by each institution); and
- 6) A unique measure for each institution that reflects its mission.

The first four measures listed are common to all the public baccalaureate institutions. Graduation efficiency is calculated by dividing the total number of credits required for a baccalaureate degree (minus transfer credits) by the total number of credits completed at that institution. This calculation gives a measure of "efficiency" in terms of credits completed, rather than in terms of calendar time to degree. Retention rates refer to the number of undergraduate students who return for consecutive years. The percentage of students who begin at an institution as freshmen and who graduate within five years is calculated as the fourth common measure. The last two measures are institution-specific, and the manner in which they are calculated can vary by institution. Descriptions of how the institution-specific measures are calculated appear in Section II of this report.

Executive Summary

Section I of this report describes efforts undertaken by the institutions in 2001-03. Section II presents accountability data, targets, and definitions. Section III provides comments on institutional performance and targets, and describes strategies the institutions have planned for 2003-05.

The institutions have set some goals which seem modest or reduced compared to goals set in 2001-03, but these new targets represent a long-term increase when compared to performance in earlier years. In addition, the accountability calendar required by the Legislature requires institutions to submit their plans before fall term data are available, resulting in some spikes in performance for 2002-03 that may have been unforeseen by the institutions when setting their 2003-05 goals.

All of the institutions are making efforts to meet the needs of students. Many of these efforts were initiated in past biennia. It is very difficult for an institution to attribute the cause of one single effort to a change in results; rather, all efforts combined seem to contribute to overall results. Even then, there are some spikes in student performance that may reflect increasing selectivity in admissions more than any other factor.

Efforts to comply with recent legislation (SB 5135) to reduce the number of students who graduate with excess credits are mentioned in several institutional plans, and may have a significant effect on graduation efficiency and five-year graduation rates. The institutions are required to report to the HECB by January 30, 2004, on the policies they develop to address this issue, as well as data on the number and characteristics of students affected by the policies. The HECB's findings and recommendations for further legislative action are due to the Legislature by March 1, 2004.

Finally, some institutions describe strategic plan development separate from their accountability plans. For example, Washington State University has developed a plan with several strategies that relate to student progress. It may be helpful in the future to ask all institutions to submit strategic plans in lieu of accountability plans as long as they relate to student achievement and associated efforts to increase performance on established accountability measures.

Recommendation for HECB Action on December 3, 2003

Staff recommend that the Board approve the institution's plans, and set targets for the 2003-05 biennium at the levels proposed by the institutions. It is further recommended that the accountability calendar be changed to request both data and plans from the institutions in late November. Finally, staff recommend that each institution consider developing a strategic plan if they have not already done so, that could be considered in lieu of an accountability plan in future biennia.

SECTION I: STRATEGIES IMPLEMENTED IN 2001-03

Assessment: The Challenge of Connecting Causes and Effects

For several reasons, it is difficult to say with certainty that changes in student or institutional performance are directly related to specific strategies implemented by the institutions. As Washington State University's 2003-05 accountability plan explains:

"... We do not move one big lever that can be demonstrated to cause a change (or not cause a change) in a measure. Rather we move multiple small levers, all of which are intended to have a variety of modest effects, which we hope will add up to significant change. If we do not see the kind of change we had hoped for, we will still maintain many earlier efforts, if they can be shown to qualitatively improve the experience of students."

In addition, the effect of efforts to improve student graduation and retention rates often cannot be captured in the data until several years after a strategy has been implemented. In other cases, as described in Central Washington University's report, "The behavior measured by accountability indicators is affected by some factors the university can influence, by other factors beyond its influence, and by seemingly random fluctuations."

For these reasons, this report will focus on the intrinsic value of the institutions' strategies in providing students, staff and faculty with the resources they need to succeed, rather than trying to assess "what worked and what didn't".

The following lists selected new efforts implemented by the institutions in 2001-03, followed by institutional performance data and associated performance targets. The final section includes comments on institutional performance and a description of institutional strategies planned for 2003-05.

Central Washington University

- Revised freshmen orientation to give more specific guidance to students, and include faculty representatives and advising staff in advising sessions
- Tested students for placement into freshmen English and math
- Implemented mandatory fall freshmen advising classes
- Targeted students with low grade point averages for counseling sessions
- Improved methodology used to calculate graduation efficiency index
- Improved response to student course demands
- Broadened and strengthened articulation agreements with community colleges
- Hired a transfer coordinator
- Contacted transfer students during their first year to offer assistance and information re: declaration of a major
- Analyzed assessment results to identify problems for minority students
- Faculty and deans actively pursued internship opportunities for students

Eastern Washington University

- The colleges began an intensive internal program review and program audit which included a specific focus on reduction, and comparison of program size to that of peer institutions
- Completed review of the Bachelor's of Education degree for primary endorsement areas
- Drafted new policies for developing articulation agreements
- Began implementation of a degree audit reporting system
- Fully implemented online registration system
- Based on a student survey, began a new course scheduling model
- Accomplished goal to provide 50 percent of students with a one-year planned schedule
- Began targeted advising efforts for transfer students who have not declared a major
- Increased efficiency of processing financial aid applications, resulting in fewer phone calls
- Fully implemented an online database to answer frequently asked student questions (Tech-EZE), resulting in high student ratings of service quality
- Started a peer mentoring program with 30 mentors and 100 students
- Implemented new policies requiring that students complete math and English competencies within their first 45 credits; transfer students required to complete competencies prior to acceptance at EWU
- Restructured an existing position to create a new community college relations officer position to work on transfer issues with community college partners
- Helped to create the Transition to Success program, which clearly outlines baccalaureate degree plans for transfer students
- Began internal analyses of common accountability measures, and arranged to conduct joint studies of transfer student performance
- Created a course to guide students through career planning
- Analyzed classroom space utilization, meeting regularly to update college deans on enrollment demands and to manage the number of course sections required
- Initiated a program involving over 800 students involved in service activities. Organizations involved include Habitat for Humanity, Second Harvest Food Bank, and the Cheney School District
- Began developing certificate programs requiring an internship component
- Redesigned courses to include technology components, involving faculty training workshops and internal policy changes
- Completed study to clarify and reclassify current instructional processes

The Evergreen State College

- Improved articulation and transfer with community colleges through college-to-college meetings
- Participated in a statewide study to examine the role of community colleges in the achievement of bachelor's degrees
- Revised student advising workshops to better meet the needs of new transfer and first-year students and to describe the expectations of an Evergreen graduate
- Reduced the per-quarter credit limit from 16 to 20 credits beginning fall 2001, to reduce time to degree for some students
- Developed a case management protocol for dealing with students in crisis
- Contacted students who registered in full programs to encourage them to enroll in a back-up program. Also contacted newly admitted students for follow-up advising
- Offered satellite advising during the evenings and weekends
- Approved a new yearly faculty advising requirement
- Implemented on-line course registration
- Improved, expanded and implemented campus housing initiatives to support the success of first-year students
- Gained faculty approval of the "Expectations of an Evergreen Graduate" which is the "bedrock of the college's general education plan"
- Restructured the Learning Resource Center, hiring two new directors to assist in supporting general education efforts
- Implemented a new yearly faculty advising requirement
- Offered a variety of two-hour computer skills workshops

University of Washington

- Increased the number and scope of outreach and retention programs for minority students
- Fully implemented Degree Audit Reporting System
- Increased outreach to students and faculty who serve as advisers at community colleges
- Renewed attention to a rule requiring students to file timely graduation plans
- Implemented efforts to ensure that every entering freshman is assigned to a faculty adviser
- Revised freshmen registration process to emphasis preparation and academic planning, and to assign new freshmen to a planning group consisting of eight to ten students and an adviser
- Increased advising at all levels

Washington State University

- Fully implemented Degree Audit Reporting System
- Began developing four-year course of study plans for each undergraduate degree
- Focused attention on degree pathways for transfer students
- Began sending mid-term grades to transfer students (formerly issued only to freshmen)
- Instituted receipt of electronic transcripts from community colleges, which helps speed up advising and registration processes for transfer students

Western Washington University

- Initiated first-year experience initiatives
- Supported and enlarged departmental advising, with a special emphasis on transfer students
- Strengthened advising/study skills programs for new freshmen, especially at-risk students
- Developed enrollment management, curricular options, and advising for departments that offer the bachelor of science degree to help improve graduation efficiency and time to degree
- Expanded the general studies degree to help students who want to focus their studies across different departments and may have difficulty entering restricted major fields
- Introduced a policy directing students to see an adviser before earning 60 quarter credits
- Increased course access for incoming transfer students by reserving seats, providing enhanced information about course requirements and access, and encouraging earlier contact with advisers
- Collaborated with community colleges to support the associate of science degree and smooth transitions for transfer students
- Piloted efforts to expand the number of computer-mediated classrooms, and increased the number of computer labs capable of supporting instruction
- Created a central data warehouse, enabling analysis and identification of at-risk students
- Supported and enlarged a university-wide advising web page
- Expanded the capacity of the Center for Instructional Innovation to support improved use of educational technology and innovative teaching practices
- Created and supported a web-based “showcase” portfolio featuring student learning outcomes
- Analyzed classroom utilization patterns, as part of an attempt to address problems with student access to courses. Instituted a new block schedule and developed plans for future capital construction to address these problems
- Assessed and began planning for improved freshman orientation
- Began laying the foundation for extensive curricular reform by establishing a special taskforce to examine what Western wants its graduates to have achieved
- Led a strategic planning effort to review alternative advising models and identify areas for improvement of advising of students who have not declared a major
- Began to assess the success of past accountability strategies

**SECTION II:
SUMMARIES OF INSTITUTIONAL TARGETS
AND INSTITUTION-SPECIFIC MEASURES**

Central Washington University

Eastern Washington University

The Evergreen State College

University of Washington

Washington State University

Western Washington University

CENTRAL WASHINGTON UNIVERSITY

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
•Freshmen	88.0	86.3	90.0	87.2	85.5	No	86.7
•Transfers	83.8	79.2	85.0	81.9	81.6	No	79.6
Undergraduate retention (Overall)	80.5%	81.8%	84.0%	82.0%	83.1%	No	82.2 %
5-Year Graduation rate	39.4%	43.3%	45.0%	45.7%	41.5%	Yes	44.3%
INSTITUTION- SPECIFIC MEASURES							
Faculty productivity							
Expected Learning Outcomes	92.6%	100%	100.0%	100.0%	100.0%	Yes	100%
% faculty mentoring students	22.5%	17.7% *	22.5%	18.2%	18.1%	No	18.1%
Student-faculty ratio	22.2	21.5	22.5	23.1	24.4	Yes	23.5
Other measures							
Transfer students with declared majors	75.1%	82.2%	77.0 %	80.9%	88.4%	Yes	86.0%
Minority graduation rate	22.6%	25.0%	24.0%	26.6%	24.8%	Yes	25.0%
Internship participation	7.3%	7.6%	8%	7.8%	7.8%	No	7.8%

*Two-year average

CENTRAL WASHINGTON UNIVERSITY

DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES

Expected Student Learning Outcomes: Percentage of degree programs with specifically stated, publicized learning outcomes.

% Faculty Mentoring Students: Percentage of full-time faculty mentoring students in established programs that incorporate a faculty student mentoring relationship (e.g., CWU research symposium, McNair Scholars Program).

Ratio of Student FTE to Faculty FTE: The ratio of FTE students to the FTE faculty for IPEDS faculty.

Transfer Students with Declared Majors: The percentage of undergraduate transfer students who have declared majors by the end of their third quarter at CWU.

Minority Graduation Rate: Ratio of the number of minority students graduating to all enrolled minority students fall quarter (averaged over three years).

Internship Participation: Percentage of students participating in cooperative education internships (averaged over three years).

EASTERN WASHINGTON UNIVERSITY

	1996-99 (Baseline)	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
Freshman	87.9	87.7	91.0	89.1	91.7%	Yes	95*
Transfers	77.9	77.4	83.1	78.7	76.6%	No	82.5
Undergraduate retention (Overall)	88.5%	88%	89.2%	85.8%	87.1%	No	90%
5-Year Graduation rate	41.7%	37.4%	49.0%	39.5%	35.5%	No	45%
INSTITUTION- SPECIFIC MEASURES							
Faculty productivity							
Student credit hours/FTE faculty	305.9	336.4	333.6	358.0	373.4	Yes	Long-term target met
Other measures							
Experiential learning experience	2,422	2,971	2,998	5,153	5,213	Yes	Long-term target met
Courses using distance learning technology	6.4	23.7	37.0	29.0	33.0	No	37.0
Freshman academic involvement index	33.7	Not available	37.0	33.9	At or above national norms on 7 of 13 subscales	No	All subscales exceed national norms

*Adjusted since original 03-05 Accountability Plan was submitted to the HECB.

EASTERN WASHINGTON UNIVERSITY

DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES

Student Credit Hours/FTE Faculty: A ratio of student credit hours to the number of IPEDS-defined faculty for fall quarter.

Use of Enrollment Resources: This measure was eliminated as of the 2000 plan.

Experiential Learning: (previously entitled Internship/Service Learning Experience) Total number of students taking experientially-based courses including research directed studies, internship, cooperative education and/or service learning credits.

Courses Using Distance Learning Technology: The annual number of courses offered by faculty who use the worldwide web.

Freshman Academic Involvement Index: The sample average for the major subscales on the College Student Experience Questionnaire (CSEQ) administered annually to students. This index was redefined in 02-03 to include freshmen scores on all major subscales of the questionnaire, replacing an earlier approach where only 11 questions out of 176 were used to measure performance.

THE EVERGREEN STATE COLLEGE

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
Freshmen	93.0	93.0	94.0	92.0	91.0	No	94.0
Transfers	90.0	90.0	90.0	90.0	90.0	Yes	90.0
Undergraduate retention (Overall)	76%	78%	78.0%	80.0%	81%	Yes	80%
5-Year Graduation rate	45%	48%	46.0%	47.0%	49%	Yes	50%
INSTITUTION-SPECIFIC MEASURES							
Undergraduate retention (freshmen)	65.0%	70%	75.0%	71.0%	74.0%	No	75%
Faculty productivity							
Life-long Learning Index, Undergrads	31.7	Not available	31.9	31.9	31.7	Yes	Requesting that measure be deleted
Freshman "Familiarity w/ Computers"	2.28	Not available	2.48	2.01	2.14	No	Proposing replacement with new indicator
Freshman "Quantitative Thinking"	1.88	Not available	2.08	2.24	2.27	Yes	Proposing replacement with new indicator..
Other measures:							
Retention of students of color, Olympia campus	77.0%	78%	80.0%	77.0%	81%	Yes	80%
Student diversity learning	3.18	Not available	3.49	3.29	3.22	No	Requesting deletion. Proposing replacement with two new indicators.

THE EVERGREEN STATE COLLEGE***DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

Retention: While reporting overall fall-to-fall retention, Evergreen continues to focus on retention of freshmen students in the current biennium. Again, this is consistent with an internal focus on improvement. Evergreen also selected retention of students of color on the Olympia campus as one of its two institution-specific diversity measures.

REQUESTING DELETION: Life-Long Learning Index: TESC has used the “Life-long Learning Index” from the College Student Experience Questionnaire (CSEQ) as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in eleven areas: specialization for further education, broad general education, writing, familiarity with computers, understanding/getting along with different kinds of people, working as a team member, understanding developments in science/technology, analytical/logical thinking, quantitative thinking, synthesizing ideas, and learning on your own. For the current biennium, Evergreen has focused on two specific items within this index, specifically improvement reported by **freshmen (first-time, first year)** students for “**familiarity with the use of computers**” and “**quantitative thinking**.” Students rate each learning gain item on a four point scale where 1= very little progress to 4= very much progress.

REQUESTING DELETION: Student Diversity Learning: Students’ reported gains at Evergreen in “understanding other people and the ability to get along with different kinds of people” (from the Life-long Learning Index/CSEQ).

PROPOSED NEW MEASURES FOR 2003-05:**Faculty Productivity:**

- Average freshmen rating of skill in “using technology to present work, find information, or solve problems”, and possibly other student survey items related to technology use.
- Average freshmen rating of skill in “Understanding and applying quantitative principles and methods”.

Diversity:

- Response to two questions on Evergreen student surveys:
- “Understanding Cultures” (Understanding different philosophies and cultures)
- “Diverse Community” (Functioning as a responsible member of a diverse community)

UNIVERSITY OF WASHINGTON

	1996-99 Baseline	1997-00 Performance Average*	2001-03 Target	2001-02 Performance	2002-03 Performance	2001-03 Target Met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
Freshman	89.6	90.1	93.2	90.5	90.1	No	95.0
Transfers	81.7	82.6	87.0	82.7	82.3	No	90.0
Undergraduate retention (Overall)	87.2%	87.3%	92.4%	88.5%	89.2%	No	95.0%
5-Year Graduation rate	63.8%	64.4%	65.0%	64.8%	64.0%	No	65.0%
INSTITUTION-SPECIFIC MEASURES							
Faculty productivity							
Enrollment demand satisfied	84.8%	85.5%	89.4%	87.6%	85.9%	No	92.0%
Quality of instruction	93.7%	93.2%	96.9%	94.7%	94.1%	No	98.0%
Research funding/faculty member	\$216,774	\$236,137	No target set	\$269,493	\$309,465	N/A	\$320,000**
Student credit hours/faculty FTE	202.90	202.3	209.50	210.56	207.6	Yes	212.6
Other measures							
# undergrads with intense research involvement	1,122	1,968	775	3,258	3,531	Yes	3,650**
Individualized instruction	4.0%	4.3%	4.6%	4.4%	4.3%	No	4.4%
Public service internships	842	1,721	1535	3,561	3,769	Yes	Long-term target met
% undergrads in faculty research	22.4%	23.5%	23.7%	28.4%	28.4%	Yes	Long-term target met

*UW calculated performance average one year behind other inst.

**Adjusted since original 2003-05 plan submitted to the HECB

UNIVERSITY OF WASHINGTON***DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

Enrollment Demand Satisfied: The proportion of enrollment demand satisfied by offered enrollment space (course openings).

Quality of Instruction: Percent of students evaluating “amount you learned in the course” as “good or better” (3.0 or above on 5 point scale) on standardized course evaluations.

Funding for Research per Faculty FTE: Grants and contracts per faculty FTE (in nominal dollars).

Student Credit Hours Instructed Per Faculty FTE: (Hours at graduate level are multiplied by 1.5 hours, then added to undergraduate hours to create total student credit hours).

Undergraduate Credits Taken as Individualized Instruction: Numbers of hours taken as individualized instruction/all undergraduate hours.

Number of Undergraduates Intensively Involved in Research: Number of students who receive research grants, data provided by Office of Undergraduate Education.

Percent Undergraduate Credits Taken as Individualized Instruction: This measures one-on-one mentoring opportunities for undergraduates offered by University faculty.

Number of Undergraduates Involved with Public Service Internships: Data provided by Carlson Center For Public Service.

Percent of Undergraduates Reporting a Research Experience with Faculty: Derived from an annual survey of graduating senior students, provides a measure of the cumulative experience over all undergraduate years.

WASHINGTON STATE UNIVERSITY

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
Freshman	90.0	89.8	91.5	89.9	91.3	No	91.5*
Transfers	81.0	81.7	83.6	83.0	84.3	Yes	85.0
Undergraduate retention (overall)	84.4%	86.0%	86.4%	86.1%	86.6%	Yes	88.0%
5-Year Graduation rate	53.8%	53.7%	55.9%	53.8%	54.7%	No	56.0%
INSTITUTION- SPECIFIC MEASURES							
Undergraduate retention (freshmen)	83.7%	83.6%	84.7%	82.9%	84.5%	No	85.0%
Faculty productivity							
Student credit hours/FTE faculty	198.5	199.8	207.7	213.6	212.9	Yes	215.0
Individualized enrollment/faculty	3.7	3.5	3.8	3.8	3.9	Yes	4.0
Research and scholarship	80.3%	85.0%	Long- term target met	84.4%	87.6%	N/A	Long-term target met
Other measures: technology for learning							
Distance student credit hours	24,204	40,930	Long- term target met	47,306	48,189	N/A	Long-term target met
Degree programs via distance	6	10	12	11	11	No	12
Reengineered courses	131	586	*	758	820	N/A	Long-term target met
Classrooms with technology	51.4%	67.6%	70.0%	72.9%	78.3%	Yes	80.0%

*Adjusted since original 2003-05 plan submitted to HECB

WASHINGTON STATE UNIVERSITY***DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

Freshman Retention: In order to better manage its efforts, WSU has set a target for Freshman Retention rather than for Overall Retention, while continuing to report Overall Retention, as well.

Individualized Enrollment/Faculty: Measures the amount of work faculty do with students in the form of supervising undergraduate research, internships, senior theses, private lessons, and independent studies. (This measure tends to rise and fall with the size of the junior/senior classes.)

Student Credit Hours per Faculty FTE: Number of credit hours generated per instructional faculty FTE. (This measure tends to rise and fall with the size of the freshman/sophomore classes.)

Research and Scholarship: Percent of faculty completing the expected amount and type of scholarship during the past year, based on each college's definition of what constitutes scholarly work in that field.

Distance Student Credit Hours: Credit hours earned through interactive video courses, pre-recorded video courses, online courses and multiple mode courses.

Degree Programs via Distance: Number of different degree programs offered entirely at a distance, through electronic media such as interactive video, online courses, etc.

Reengineered Courses: Number of courses taught "primarily" by electronic means, including WHETS, online, e-mail, videoconference, etc.

Classrooms with Technology: Percent of University classrooms equipped to support technology-intensive teaching.

WESTERN WASHINGTON UNIVERSITY

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
Freshman	86.6	87.0	87.0	86.9	86.8	No	88.0
Transfers	80.5	80.7	82.0	79.5	80.0	No	82.0
Undergraduate retention (Overall)	85.5%	85.7%	86.0%	88.4%	87.9%	Yes	86.0%
5-Year Graduation rate (Freshmen)	54.0%	54.1%	54.0%	54.5%	56.2%	Yes	55.0%
INSTITUTION- SPECIFIC MEASURES							
Undergrad retention (frosh to soph)	80.3%	79.7%	82.0%	81.1%	83.7%	Yes	82.0%
5-year Minority Graduation Rate	38.4%	41.3%	39.0%	41.1%	48.0%	Yes	42.0%
Transfers graduating with a B.S. in Science (Grad Efficiency)	71.3	71.8	74.0	70.7	72.2	No	74.0
Faculty productivity							
Individualized Credit/FTE Student	1.43	1.56	1.50	1.64	1.61	Yes	1.52
SCH/Undergrad FTE in writing courses	2.10	2.17	2.25	Unavailable	2.17	No	2.30
Other							
Hours scheduled in computer labs	22.4	24.0	25.0	22.8	22.2	No	25.0
Departments adopting advising model	0%	44.2%	75.0%	78.0%	98.0%	Yes	98.0%

WESTERN WASHINGTON UNIVERSITY***DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

Individualized Credit/FTE Student: Measures the number of credits generated per FTE student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities

SCH/Undergrad FTE in Writing Courses: Student credit hours per undergraduate FTE in courses designated as principally or specifically writing based

Hours Scheduled in Computer Labs: Measures the number of student hours scheduled in university or departmental computer labs per FTE undergraduate

Departments Adopting Advising Model: Measures the proportion of Western's academic departments that have fully implemented all elements of Western's Departmental Advising Model. Components: a) A clearly defined departmental advising program, with advisor, location, hours, etc. easily accessible and known, b) a departmental advising web page fully operational, based on the established template and criteria, c) provision of an individualized, written plan of study to each student upon declaration of the major, d) sponsorship of at least one event annually to help pre-majors decide on a major, and e) sponsorship of at least one event annually to help advanced majors in the department explore career and graduate school options.

**SECTION III:
COMMENTS ON INSTITUTIONAL PERFORMANCE,
AND STRATEGIES PLANNED FOR 2003-05**

Central Washington University

Graduation efficiency, as measured by the graduation efficiency index, is under review to ensure more consistent calculation and reporting. While the university is reluctant to restrict enrollment in courses that students take for personal interest and that may lengthen time to degree (e.g. computer and information technology, personal finance), the institution is working hard to improve the response to unmet student demand for courses, hoping that this will improve efficient completion of degrees.

CWU has set a new target for undergraduate retention (82.2%) that is lower than the target for the 2001-03 biennium (84.0%), based on 1998-01 performance of 81.8%. Similarly, the 2003-05 goal (44.3%) for 5-year graduation rates is lower than that set for 2001-03 (45%), based on 1998-2001 performance of 43.3%. However, CWU expects rates to pick up somewhat with academically talented freshmen classes and the development of new retention programs.

The university expects to continue to monitor new programs for compliance with the requirement for explicit expected learning outcomes, keeping its compliance rate at 100%. Faculty participation rates in formal mentoring programs have remained flat, due to revenue shortfalls which limit resources available for those programs. Nevertheless, a committed core of faculty retain strong enthusiasm for these programs. The university is seeking external funds to expand some of these programs, which it hopes will accelerate rates of participation. Enrollment pressures have driven up the student/faculty FTE ratio, and this trend is expected to continue.

The university expects the rate of major declaration of transfer students to rise as advising continues to improve. While 2002-03 data show a significant increase in this measure (from 80.9% in 01-02 to 88.4% in 02-03), CWU has developed its target of 86% based on a 98-01 three year average (82.2%).

The minority student graduation rate has increased, and the university has regularly analyzed assessment results to identify any special problems minority students face. Internship participation rates have been rising because CWU's faculty and deans are constantly searching for internship opportunities for students. However, CWU notes that the national trend in a weak economy is toward declining participation in internship programs by employers. Thus, CWU's goal for internship participation for 2003-05 is set at 7.8%, lower than the 8% goal for the 2001-03 biennium which was not achieved.

In the coming biennium, CWU will continue its current accountability initiatives and implement new ones as resources permit. Retention, graduation, and graduation efficiency will continue to be the focus of considerable effort. CWU is implementing a program to target students with high credit totals for special advising, and has plans for its "Retention Action Team" to introduce a new survey intended to identify at-risk students, and to devote attention to minority students in particular in order to better address their unique needs. Finally, a long-term research project is planned to give the university a better understanding of students' academic and personal development.

CWU proposes to retain the same set of measures for the coming biennium, with three qualifications. First, the goals for graduation efficiency will be based on incremental improvements from the 1998-01 three year performance average. As the university continues to work on the methodology used to calculate this measure, it will be better able to predict goals for the future. Second, CWU proposes to limit the data for transfer declaration of majors to Washington community college transfer students, who comprise the largest pool of transfer students to the university. Limiting the data this way will produce a more homogenous pool for comparison. Third, the university recognizes that the minority graduation rate as it now stands (minority graduates/fall minority enrollment) is a questionable indicator because fluctuations in the denominator will cause the indicator to vary in ways not indicative of minority graduation. CWU is exploring alternative indicators. In the meantime, CWU is proposing a target of 25% for this indicator, which is the original long-term goal.

Eastern Washington University

Eastern is setting its target for freshmen graduation efficiency at 95%, the same as the Legislature's long-term goal. However, EWU is reducing its goal for transfer graduation efficiency, in light of 1998-01 performance. The target for undergraduate retention has been increased to 90% from 89.2% in 2001-03, while the five-year graduation rate target, given a 1999-01 average performance of 37.4% has been reduced by five percentage points since 2001-03 to 45%.

EWU plans several new strategies for 2003-05 related to graduation efficiency, graduation, and retention, including:

- Revisiting methodology for calculating the Graduation Efficiency Index (GEI)
- Completing an analysis of GEI results and communicating those results to Academic Affairs
- Completing further work to devise major-specific plans to increase the GEI in identified problem areas
- Conducting retention trend analysis, identifying specific groups at risk for attrition and beginning population-specific intervention groups
- Completing and disseminating an internal analysis of freshmen graduation rates, student course-taking behavior, and the major declaration process
- Completing a program review that focuses on internal program inefficiencies

The university's performance in student credit hours per faculty FTE, and in the number of students taking experientially based courses, has remained strong, and the institution plans to maintain their current performance levels for these measures. New internship opportunities may be identified for newer programs of study (e.g. Cyber-Security, Software Engineering Technology).

Eastern plans to retain its 2001-03 goal of 37 courses using distance learning technology, continuing to convert correspondence courses to internet-based, and exploring new market areas and development of new courses for internet delivery.

The focus of the freshman academic involvement index measure has been changed to using results for the full survey instrument rather than a small subset of questions. The 2003-05 goal for this measure is to exceed national norms on all subscales of the survey.

The Evergreen State College

Evergreen plans to maintain its 2001-03 goals for 2003-05 for the following indicators:

- Graduation Efficiency (Freshmen and Transfers)
- Undergraduate Retention (Freshmen)
- Retention of Students of Color (Olympia campus)

A 2 percent increase in performance (from 78% to 80%) is proposed for overall undergraduate retention., and a 4 percent increase in the 5 year graduation rate (from 46% to 50%) is proposed.

Always a strong performer in graduation efficiency, Evergreen has shown especially strong gains in undergraduate retention for freshmen (from 70% in 1998-01 to 74% in 2002-03), and in retention of students of color (from 78% in 1998-01 to 81% in 2002-03).

Evergreen plans to continue to improve articulation and transfer with community colleges through college-to-college meetings, and by analyzing student transfer data to provide additional insights on student pathways to earning Bachelor's degrees. In addition, Academic Advising plans a new structure for its peer advisor program, to include more outreach activities.

The college proposes to replace several of its indicators with new ones that more accurately reflect student learning gains, as follows:

- The Life-Long Learning Index for Undergraduates will be deleted.
- Freshmen "Familiarity with Computers" will be replaced with the average freshmen rating of skill in "Using Technology to Present Work, Find Information, or Solve Problems". Evergreen is also considering adding items from other student survey items related to technology use.
- Freshmen "Quantitative Thinking" will be replaced with the average freshmen rating of skill in "Understanding and Applying Quantitative Principles and Methods".

Evergreen has hired a new Director of its Quantitative Reasoning Center, with ambitious goals to recruit and train a diverse group of tutors, modify the Math program, integrate quantitative reasoning into the curriculum by meeting with math and science faculty, and initiate campus-wide discussions on quantitative reasoning and quantitative literacy.

Evergreen proposes a revision of its Diversity indicators as follows:

- "Student Diversity Learning" will be replaced with responses to questions from two Evergreen surveys:
 - "Understanding Different Philosophies and Cultures"
 - "Functioning as a Responsible Member of a Diverse Community"

As in the past, Evergreen will continue its efforts at improving retention efforts focused on students of color, to coordinate events celebrating culture, heritage, and community, and to promote individualized advising, counseling and support services.

University of Washington

The UW has projected ambitious goals for graduation efficiency (95% for freshmen; 90% for transfers), undergraduate retention (95%), and five year graduation rates (65%) that meet the original long-term goals set by the legislature for accountability.

Advising, especially outreach, has been increased, and renewed attention to a rule requiring students to file graduation plans has begun with the creation of a Task Force on Academic Progress. Beginning Fall 2003 every freshmen will have a faculty adviser, and a new freshmen registration process will be implemented to emphasize preparation and use of an academic coursework plan. The UW will continue to focus on transfer students and articulation with community colleges.

Faculty productivity at the UW, while not meeting all goals set in 2001-03, has increased since 1997-00 and the UW continues to set ambitious goals in this area.

The percentage of undergraduates involved in faculty research has steadily increased over time, from 22.4% (1996-99 baseline) to 28.4% in 2002-03. 3,531 undergraduates were involved in research during 2002-03, and 3,769 students (compared to 842 in 1996-99) participated in public service internships. The UW's goal for individualized instruction (4.6% in 2001-03) has not been met and has therefore been scaled down to 4.4% for 2003-05. The UW plans to continue its work to integrate undergraduate education, research, and public service by:

- Giving students as many experiences as possible that encourage love of learning, effective teamwork, and writing skills.
- Emphasizing the points of intersection between research and education beyond the classroom.
- Making good on the UW's responsibility to educate for citizenship.
- Helping students to find paid work that enhances, rather than detracts from their studies.

Washington State University

WSU has set its most challenging targets for 5 year graduation rates (56%, compared to 1998-01 performance of 53.7%), graduation efficiency (transfers) (85%, compared to 81.7% performance in 1998-01), freshmen undergraduate retention 91.5%, compared to 1998-01 performance of 83.6%), and "Classrooms with Technology", where an increase of 10 percent (over the 70% target set in 2001-03) is projected.

A strategic plan has been implemented to guide the work of the university in the immediate future. Ongoing implementation teams and regular reports will ensure focused efforts. The university also plans to institute appropriate incentives in order to engage the university community.

WSU's strategic plan is available at <http://www.wsu.edu/StrategicPlanning/published-plan.pdf>.

The overall goal of the plan is to "Offer the Best Experience in a Research University".

Subgoals associated with the main goal are listed in detail, establishing high expectations for students and faculty and focusing on recruiting the best students. Work to more fully integrate diverse students and scholars within the University community is planned, as is continual improvement of program offerings and their delivery.

A new Student Academic Progress Task Force will focus on developing policies to ensure students complete their degree or certificate programs in a timely manner, and it is anticipated that the strategies devised by this group may assist toward progress on all of the state efficiency measures.

WSU reaffirms that “student learning is a central mission of the institution, and we are committed to assessing and improving our success in generating that outcome.”

Western Washington University

Freshmen graduation efficiency has remained flat for WWU and so a modest increase of one percent over the 2001-03 goal of 87% is planned. The goal for transfer graduation efficiency remains unchanged since 2001-03 at 82%, but represents a significant increase in performance (2 percentage points over last year) if attained.

Overall undergraduate retention goals for Western are set at 86%, long-term – unchanged since 2001-03. WWU believes this is a realistic goal, since retention rates are approaching a ceiling that cannot be significantly altered without adverse consequences. For example, some students leave Western for temporary leaves of absence, or leave because they had always intended to transfer to professional programs not offered at Western.

Western set its goal for five-year graduation rates at 55%, the long-term goal set by the legislature for comprehensive institutions and a one percent increase over Western’s 2001-03 goal.

Western is actively addressing freshmen to sophomore retention, through changes to first year curriculum and its impact on academic engagement. The 2003-05 goal of 82% remains unchanged from 2001-03, given a slight decline in institution selectivity and recent reforms to general education curriculum.

5 year minority graduation rates, which spiked in 2002-03 at 48%, are projected at 42% for the 2003-05 biennium overall, since past performance for 1998-01 averaged at 41.3%.

Graduation efficiency for transfers with a Bachelor’s in Science is set at 74%, the same as 2001-03, but an increase of almost two percentage points since 1998-01.

Individualized credit per FTE student, a goal related to faculty productivity, remains important to WWU but is very expensive in terms of faculty time. Therefore, it is anticipated that the number of internships, independent study options, and student-faculty research projects will decline.

The number of student Credit hours devoted to specialized writing courses has not reached original goals, but WWU plans to implement an additional writing course and therefore has projected an increase of .13 over 2001-03 goals.

The hours Western students are instructed in computer labs has exceeded expectations, and is now close to the most desirable level for Western. Therefore, the target is presented as an estimate of 25.0, unchanged from the 2001-03 goal.

The proportion of departments adopting Western's "departmental advising model" has increased substantially, from 44.2% in 1998-01 to 98% in 2002-03. Western proposes a 2003-05 goal of 98%, because if the goal was set at 100% it would be inappropriate for some small departments and to account for lags in implementation.

In 2003-05, Western will focus on large-scale changes stimulated by assessment and accountability findings. The largest of these change efforts targets the general education program and first-year experience, the second focuses on advising of lower division students who have not declared a major.

WWU's Academic Coordinating Committee is now considering a proposed model that will reduce the number of required general education credits from 87 to 60. A detailed synopsis of expected learning outcomes may be part of the new general education curriculum. Faculty and students have worked on redesigning syllabi to better articulate these learning outcomes, develop strategies for assessment, and consider methods for incorporating outcomes assessment into general education courses. If these proposals are adopted, they are expected to increase graduation efficiency, undergraduate retention (especially freshman to sophomore), and the five-year graduation rate.

Other efforts to improve the first-year experience of WWU freshmen are underway, including the Teaching and Learning Academy, which includes faculty, students, administrators, and student support professionals who promote dialogue and work on educating the campus community about student learning experiences.

Western is now significantly upgrading advising efforts, targeted at requirements for students to declare a major by no later than their mid-junior year. Lower-division advising is also being overhauled. A new Assistant Vice President of Academic Support Services has been hired to focus on a strategic plan for lower division advising, which will continue throughout the upcoming biennium.

In addition, Western will undertake smaller initiatives to facilitate efficient transfer to Western and to retain and graduate students of minority background. It is expected that all of the efforts described here will result in a lasting impact on both the quality of students' experiences at Western and the accountability measures associated with that quality.

RESOLUTION NO. 03-39

WHEREAS, in its 2003-05 biennial budget, the Legislature directed the public baccalaureate institutions to prepare accountability plans for the 2003-05 biennium to achieve measurable and specific improvement each academic year as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals.

WHEREAS, The Higher Education Coordinating Board gives responsibility to the institutions for setting meaningful targets; and

WHEREAS, The Board has reviewed the summarized plans for each institution, describing efforts implemented in 2001-03, performance data through 2002-2003, and strategies and targets planned for 2003-05;

WHEREAS, The Board recognizes that the current accountability calendar, where plans are due (in August) prior to data availability (in October), is problematic;

WHEREAS, The Board recognizes that some institutions have developed or are in the process of developing strategic plans, which could substitute for accountability plans as long as they relate to student achievement and associated efforts to increase performance on established accountability measures;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the targets set in the 2003-05 accountability plans by each institution;

THEREFORE, BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board recommends that the Legislature change the current deadline for accountability plans and data to December;

THEREFORE, BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board recommends that the institutions submit strategic plans in lieu of accountability plans as long as they meet the conditions described above.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann-Ramsay Jenkins, Secretary